

Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Костровец Лариса Борисовна
Должность: директор
Дата подписания: 18.05.2026 16:59:09
Уникальный программный ключ:
6882606104c36dbde41c4ab93a65382136a292d6

Приложение 4
к образовательной программе

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Б1.О.01.01.06 Иностранный язык

(индекс, наименование дисциплины в соответствии с учебным планом)

38.03.04 Государственное и муниципальное управление
(код, наименование направления подготовки/специальности)

Региональное управление и местное самоуправление
(наименование образовательной программы)

Очная
(форма обучения)

Год набора 2026

Донецк

Автор(ы)-составитель(и) РПД:

Середа Валерия Владимировна, старший преподаватель кафедры иностранных языков

Заведующий кафедрой:

Ливенцова Виктория Анатольевна, канд.пед.наук, доцент, заведующий кафедрой иностранных языков

Рабочая программа дисциплины Б1.О.01.01.06 Иностранный язык одобрена на заседании кафедры иностранных языков финансово-экономического факультета Донецкого филиала РАНХиГС.

протокол № 07 от «31» марта 2026 г.

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1. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы

Дисциплина Б1.О.01.01.06 Иностранный язык обеспечивает формирование у обучающихся следующих универсальных, общепрофессиональных и профессиональных компетенций:

ОТФ/ТФ и реквизиты ПС <i>(при наличии)**</i>	Код компетенции **	Наименование Компетенции **	Код индикатора достижения компетенций **	Наименование индикатора достижения компетенций **	Образовательный результат **
	УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.4.	Умеет выполнять перевод профессиональных текстов с иностранного(-ых) языка (-ов) на государственный язык РФ и с государственного языка РФ на иностранный (-ые)	<p><i>УК-4.4. 3-1. Знает значения основной профессиональной терминологии на иностранном языке;</i></p> <p><i>УК-4.4. 3-2. Знает как переводить различные устойчивые фразы и сокращения, характерные для специальности;</i></p> <p><i>УК-4.4. 3-3. Знает ключевые различия между текстами делового, публицистического и разговорного стилей.</i></p> <p><i>УК-4.4. У-1. Умеет находить и переводить незнакомые профессиональные термины по словарю;</i></p> <p><i>УК-4.4. У-2. Умеет понимать общий смысл профессионального текста;</i></p> <p><i>УК-4.4. У-3. Умеет выполнять письменный и устный перевод текстов по знакомой тематике с соблюдением основных правил грамматики и использования соответствующей лексики.</i></p>
			УК-4.5	Ведет деловую переписку на иностранном(-ых) языке(-ах) с учетом особенностей стилистики	<p><i>УК-4.5. 3-1. Знает структуру и компоненты официального письма на иностранном языке;</i></p> <p><i>УК-4.5. 3-2. Знает ключевые правила этикета при ведении деловой переписки с зарубежными</i></p>

				официальных писем и социокультурных различий	<p>партнёрами;</p> <p><i>УК-4.5. 3-3. Знает</i> ключевые отличия писем официального стиля от писем неофициального стиля;</p> <p><i>УК-4.5. У-1. Умеет</i> писать деловые письма по образцу;</p> <p><i>УК-4.5. У-2. Умеет</i> использовать готовые фразы и клише в зависимости от цели письма;</p> <p><i>УК-4.4. У-3. Умеет</i> учитывать культурные особенности страны адресата при формулировании текста делового письма.</p>
			УК-4.6	<p>Выстраивает коммуникации на иностранном языке в различных профессиональных ситуациях в зависимости от поставленных задач, владеет навыками аргументированного изложения собственной точки зрения и ведения дискуссии</p>	<p><i>УК-4.6 3-1. Знает</i> основы ведения бесед, дискуссий на академические и профессиональные темы;</p> <p><i>УК-4.6 3-2. Знает</i> различия формальной и неформальной коммуникации;</p> <p><i>УК-4.6 3-3. Знает</i> выстраивает коммуникации на иностранном языке в различных профессиональных ситуациях, учитывая лингвострановедческие аспекты;</p> <p><i>УК-4.6. У-1. Умеет</i> объяснять свою точку зрения и высказываться на определённые темы, используя общеупотребительные речевые модели, грамматические структуры и соответствующую лексику;</p> <p><i>УК-4.6. У-2. Умеет</i> задавать вопросы и отвечать на них в ходе обсуждения рабочих вопросов с зарубежными партнерами;</p> <p><i>УК-4.6. У-3. Умеет</i> менять стиль разговора (официальный / неофициальный) в зависимости от ситуации.</p>

2. Объем и место дисциплины в структуре образовательной программы

Общий объем дисциплины:

4,00 з.е., 144 ак.час

Контактная работа обучающихся с преподавателем по видам учебных занятий: 125 ак. час на контактную работу с преподавателем, из них 112 ак.час на практические занятия, на аттестацию в период экзаменационных сессий 13 часов, 19 ак. час на самостоятельную работу обучающихся.

Б1.О.01.01.06 Иностранный язык реализуется в 1-2 семестре 1 курса.

Всего за I семестр:		72	0	0	0	56	0	0	0	4	0	0	12	КТ
Раздел 2 Первые деловые контакты														
Тема 5	Деловые поездки.	16	0	0	0	14	0	0	0	0	0	0	2	УО, ТЗ, РЗ
Тема 6	Организация рабочего дня и процессов.	16	0	0	0	14	0	0	0	0	0	0	2	УО, ТЗ, РЗ
Тема 7	Культура коммуникации.	16	0	0	0	14	0	0	0	0	0	0	2	УО, ТЗ, РЗ
Тема 8	Основы делового общения.	15	0	0	0	14	0	0	0	0	0	0	1	ТЗ, УО, РЗ
Промежуточная аттестация		0	0	0	0	0	0	0	0	0	0	0	0	Зачет с оценкой
Всего за II семестр:		72	0	0	0	56	0	0	0	9	0	0	7	КТ
Итого		144	0	0	0	112	0	0	0	13	0	0	19	

Используемые сокращения:

Л – лекции - занятия, предусматривающие преимущественную передачу учебной информации обучающимся педагогическими работниками организации и (или) лицами, привлекаемыми организацией к реализации образовательных программ на иных условиях,).

ВЛ – видео лекции.

ЛР – лабораторные работы.

ПЗ – практические занятия (за исключением лабораторных работ).

ИК – индивидуальные консультации.

КСР – контроль самостоятельной работы

КЭ – консультации перед экзаменом

Каттэк – контактная работа на аттестацию в период экзаменационных сессий

Контроль - контактная работа на аттестацию в период экзаменационных сессий для заочной формы обучения

СРкр – самостоятельная работа на подготовку курсовой работы/ курсового проекта.

СРэк – самостоятельная работа на подготовку к экзамену.

СР – самостоятельная работа в семестре на подготовку к учебным занятиям.

Условные обозначения: ТЗ - тестовое задание, УО - устный опрос, РЗ – разноуровневые задания (дискуссия, эссе (доклад, сообщение), КТ - контрольная точка

3.2. Содержание дисциплины

Раздел 1 Деятельность человека в обществе

Тема 1. Карьера. Моя будущая профессия. УК-4.4.; УК-4.6.

Профессии в сфере государственное и муниципального управления. Моя будущая профессия. Профессиональные качества. Карьера и продвижение.

Грамматика: простые времена английского глагола: Present Simple, Past Simple, Future Simple. Порядок слов в английском предложении, вопросе, виды вопросов. Притяжательные и указательные местоимения. Образование единственного и множественного числа существительных. Артикли.

Тема 2. Личностные качества и имидж. УК-4.4.; УК-4.6.

Описание человека, его личностных характеристик. Внешность и характер: описание различных людей; личные качества; общение и внешность; язык жестов. Стили одежды, характеристика, описание. Корпоративный имидж.

Грамматика: Конструкция there is / there are. Квантификаторы. Исчисляемые и неисчисляемые имена существительные. Притяжательный падеж существительных. Правильные/неправильные глаголы. Предлоги: времени, места, движения.

Тема 3. Информационная среда. УК-4.4.; УК-4.6.

Средства массовой информации. Роль СМИ в нашей жизни. Виды медиатехнологий. Газеты. Журналы. Телевидение. Радио. Интернет.

Грамматика: Конструкции предпочтения с глаголами like, love, prefer, etc. Количественные и порядковые числительные. Наречия частотности. Конструкция «Be going to». Present Continuous. Present Simple vs Present Continuous.

Тема 4. Известные люди. УК-4.4.; УК-4.6.

Известные люди в сфере государственного и муниципального управления. Описание знаменитости. Путь к успеху.

Грамматика: Наречия частотности. Повелительное наклонение. Модальные глаголы. Придаточные определительные предложения.

Раздел 2 Первые деловые контакты

Тема 5. Деловые поездки. УК-4.4.; УК-4.6.

Путешествия. Деловая поездка. Виды и способы путешествий. Причины путешествий. Выбор отеля, бронирование. Страны изучаемого языка. Знаменитые места.

Грамматика: Союзы because, so, but, although. Разделительные вопросы. Времена английского глагола: Present Perfect. Past Simple - Present Perfect.

Тема 6. Организация рабочего дня и процессов. УК-4.4.; УК-4.6.

Организация рабочего дня. Планирование времени. Определение приоритетов. Организация рабочего пространства.

Грамматика: Повторение грамматических времен. Косвенная речь. Прилагательные – порядок слов, словообразование. Степени сравнения прилагательных. Местоимения личные и притяжательные.

Тема 7. Культура коммуникации. УК-4.4.; УК-4.6.

Коммуникативный этикет. Нормы поведения в стандартных ситуациях. Культура коммуникации при личном общении и в деловой среде. Межкультурное взаимодействие.

Грамматика: Пассивный залог. Герундий. Разница между герундием и инфинитивом.

Тема 8. Основы делового общения. УК-4.4.; УК-4.5.; УК-4.6.

Деловая переписка. Профессиональная этика работника. Правила оформления делового письма. Составление различных видов деловых писем.

Грамматика: Условные предложения первого и второго типов. Past Continuous. Past Perfect.

4. Типы оценочных материалов, показатели и критерии оценивания

4.1. Оценочные материалы по дисциплине Б1.О.01.01.06 Иностранный язык входят в состав оценочных материалов по образовательной программе. Совокупность оценочных материалов по всем дисциплинам (модулям) образовательной программы составляет фонд оценочных средств (далее – ФОС). ФОС используется при проведении текущего контроля успеваемости и промежуточной аттестации обучающихся с целью оценивания достижения обучающимися планируемых результатов обучения.

4.2. ФОС разработан как комплекс проверочных заданий различного типа и уровня сложности, включает критерии и шкалы оценивания, а также «ключи» правильных ответов. ФОС формируется как отдельный документ и хранится в электронном виде, доступ к ФОС предоставлен ограниченному кругу лиц.

4.3. Для самостоятельной работы обучающихся при подготовке к текущему контролю успеваемости и промежуточной аттестации в рабочих программах дисциплин размещены типовые проверочные задания, которые можно условно разделить на задания закрытого, комбинированного и открытого типов.

Задания закрытого типа — это тестовые задания, в которых каждый вопрос сопровождается готовыми вариантами ответов, из которых необходимо выбрать один или несколько правильных.

Задания комбинированного типа – это тестовые задания, в которых каждый вопрос сопровождается готовыми вариантами ответов, из которых необходимо выбрать один или несколько правильных и обосновать свой выбор.

Задания открытого типа — это задания, в которых на каждый вопрос должен быть предложен развернутый обоснованный ответ.

В зависимости от типа задания рекомендованы определенная последовательность выполнения и система оценивания выполнения заданий.

4.4. Типы заданий, сценарии выполнения, критерии оценивания

ТИП ЗАДАНИЯ	ИНСТРУКЦИЯ	СЦЕНАРИИ ВЫПОЛНЕНИЯ	КРИТЕРИИ ОЦЕНИВАНИЯ
Задание закрытого типа с выбором одного правильного ответа из нескольких вариантов предложенных	Прочитайте текст, выберите правильный ответ	<ol style="list-style-type: none"> 1. Внимательно прочитать текст задания и понять, что в качестве ответа ожидается только один из предложенных вариантов. 2. Внимательно прочитать предложенные вариант-ты ответа. 3. Выбрать один верный ответ. 4. Записать только номер (или букву) выбранного варианта ответа (например, 3 или В). 	Ответ считается верным, если правильно указана цифра или буква
Задание закрытого типа на установление соответствия	Прочитайте текст и установите соответствие	<ol style="list-style-type: none"> 1. Внимательно прочитать текст задания и понять, что в качестве ответа ожидаются пары элементов. 2. Внимательно прочитать оба списка: список 1 – вопросы, утверждения, факты, понятия и т.д.; список 2 – утверждения, свойства объектов и т.д. 3. Сопоставить элементы списка 1 с элементами списка 2, сформировать пары элементов. 4. Записать попарно буквы и цифры (в зависимости от задания) вариантов ответа (например, А1 или Б4). 	Ответ считается верным, если правильно указаны цифры или буквы
Задание закрытого типа с выбором нескольких правильных ответов из нескольких вариантов предложенных	Прочитайте текст, выберите правильные ответы	<ol style="list-style-type: none"> 1. Внимательно прочитать текст задания и понять, что в качестве ответа ожидается несколько правильных ответов из предложенных вариантов. 2. Внимательно прочитать предложенные вариант-ты ответа. 3. Выбрать несколько правильных ответов. 4. Записать только номера (или буквы) выбранного варианта ответа (например, 1 4 или А Г). 	Ответ считается верным, если правильно установлены все соответствия (позиции из одного столбца верно сопоставлены с позициями другого)

<p>Задание закрытого типа на установление последовательности</p>	<p>Прочитайте текст и установите последовательность</p>	<ol style="list-style-type: none"> 1. Внимательно прочитать текст задания и понять, что в качестве ответа ожидается последовательность элементов. 2. Внимательно прочитать предложенные варианты ответа. 3. Построить верную последовательность из предложенных элементов. 4. Записать буквы/цифры (в зависимости от задания) вариантов ответа в нужной последовательности (например, БВА или 135). 	<p>Ответ считается верным, если правильно указана вся последовательность цифр</p>
<p>Задание комбинированного типа с выбором одного правильного ответа из предложенных и обоснованием выбора</p>	<p>Прочитайте текст, выберите правильный ответ и запишите аргументы, обосновывающие выбор ответа</p>	<ol style="list-style-type: none"> 1. Внимательно прочитать текст задания и понять, что в качестве ответа ожидается только один из предложенных вариантов. 2. Внимательно прочитать предложенные варианты ответа. 3. Выбрать один верный ответ. 4. Записать только номер (или букву) выбранного варианта ответа. 5. Записать аргументы, обосновывающие выбор ответа (например, 4 текст обоснования). 	<p>Ответ считается верным, если правильно указана цифра или буква и приведены корректные аргументы, используемые при выборе ответа</p>
<p>Задание открытого типа с развернутым ответом</p>	<p>Прочитайте текст и запишите развернутый обоснованный ответ</p>	<ol style="list-style-type: none"> 1. Внимательно прочитать текст задания и понять суть вопроса. 2. Продумать логику и полноту ответа. 3. Записать ответ, используя четкие компактные формулировки. 4. В случае расчетной задачи, записать решение и ответ 	<p>Ответ считается верным:</p> <ol style="list-style-type: none"> 1. Отсутствие фактических ошибок. 2. Раскрытие объема используемых понятий (полнота ответа). 3. Обоснованность ответа (наличие аргументов). 4. Логическая последовательность излагаемого материала.

4.5. Общая шкала оценивания результатов текущего контроля успеваемости и промежуточной аттестации обучающихся с применением БРС Донецкого филиала РАНХиГС.

Итоговая балльная оценка	Традиционная система	Бинарная система	ECTS	
			Для традиционной системы	Для бинарной системы
90-100	Отлично	Зачтено	A	P/ Passed
80-89	Хорошо		B	P/ Passed
75-79			C	P/ Passed
70-74			B	P/ Passed
60-69	Удовлетворительно		E	P/ Passed
0-59	Неудовлетворительно	Не зачтено	F	F/Failed

Соотношение баллов за текущий контроль успеваемости и промежуточную аттестацию, а также повторную промежуточную аттестацию:

Максимальная сумма баллов за текущий контроль успеваемости	Максимальная сумма баллов за промежуточную аттестацию	Максимальная итоговая балльная оценка	Максимальная сумма баллов за повторную промежуточную аттестацию
100 баллов	100 баллов	100 баллов	100 баллов

5. Формы аттестации, типовые оценочные материалы для текущего контроля успеваемости обучающихся, критерии и шкалы оценивания по контрольным точкам

5.1. В ходе реализации дисциплины Б1.О.01.01.06 Иностранный язык используются следующие формы текущего контроля успеваемости обучающихся (в том числе, задания к контрольным точкам):

Тестовые задания, устный опрос, ситуационные задания, дискуссия / эссе (доклад, сообщение), контрольная точка

Распределение баллов по видам учебной деятельности
(балльно-рейтинговая система)

Наименование темы	Вид задания			
	ПЗ			
	УО*	ТЗ*	РЗ*	КТ*
Раздел 1				
Т. 1	10	5	5	20
Т. 2	10	5	5	
Т. 3	10	5	5	

Т. 4	10	5	5	
Итого: 100	40	20	20	20

Наименование темы	Вид задания			
	ПЗ			
	УО*	ТЗ*	РЗ*	КТ*
Раздел 2				
Т. 5	10	5	5	20
Т. 6	10	5	5	
Т. 7	10	5	5	
Т. 8	10	5	5	
Итого: 100	40	20	20	20

УО – устный опрос; *

ТЗ – тестовое задание; *

РЗ – разноуровневые задания (ситуационное задание, эссе (доклад, сообщение, дискуссия))*

КТ – контрольная точка; *

ПЗ – практическое занятие; *

Критерии оценки для устного опроса:

По итогам выполнения устного опроса оценка производится по десятибалльной шкале в следующем порядке:

Диапазон баллов	Описание критерия
«Отлично» 10-9	Обучающийся: полно и аргументировано раскрывает содержание темы высказывания; излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств; письменное высказывание имеет вступление, основную часть и заключение, каждая часть из которых логически оправдана и имеет соответствующий объем; допускает 1-2 лексические, грамматические или стилистические ошибки, которые не влияют на содержание высказывания; объем высказывания полностью соответствует требованиям.
«Хорошо» 8-6	Обучающийся: достаточно полно и аргументировано раскрывает содержание темы высказывания; излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств, допуская небольшие неточности, которые не влияют на содержание высказывания, не мешают его правильному восприятию; письменное высказывание имеет вступление, основную часть и заключение, каждая часть из которых в целом логически оправдана логически оправдана и имеет соответствующий объем; допускает 3-5 лексических, грамматических или стилистических ошибок; объем высказывания в основном соответствует требованиям.

«Удовлетворительно» 5-4	<p>Обучающийся:</p> <p>неполно раскрывает содержание темы высказывания; излагает материал недостаточно связно и последовательно, знания терминологии не достаточны для раскрытия темы, а также обучаемому не хватает лексических, грамматических и стилистических средств для осуществления полноценного высказывания; письменное высказывание имеет вступление, основную часть и заключение, однако одна из частей слишком краткая/длинная, не связана с остальными частями, не соответствует своему назначению; допускает более 6-9 лексических, грамматических или фонетических ошибок; объем высказывания не соответствует требованиям (превышает установленный объем или, наоборот, имеет меньший объем).</p>
«Неудовлетворительно» 3-0	<p>Обучающийся:</p> <p>не раскрывает содержание темы высказывания; излагает материал несвязно и непоследовательно, не владеет соответствующей терминологией, а также достаточными лексическими, грамматическими и стилистическими средствами для осуществления высказывания; не придерживается структуры письменного высказывания; допускает более 10 лексических, грамматических или стилистических ошибок; объем высказывания не соответствует требованиям (превышает установленный объем или, наоборот, имеет меньший объем).</p>

Критерии оценки для тестовых заданий:

По итогам выполнения тестовых задания оценка производится по пятибалльной шкале в следующем порядке:

Диапазон баллов	Описание критерия
5	«отлично» - 90-100% правильных ответов;
4	«хорошо» - 75-89% правильных ответов;
3	«удовлетворительно» - 60-74% правильных ответов;
2	«неудовлетворительно» - 59-35% и меньше правильных ответов.
0	«неудовлетворительно» - 34 % и меньше правильных ответов.

Критерии оценки для РЗ – разноуровневых заданий (ситуационное задание), эссе (доклад, сообщение, дискуссия):

По итогам выполнения разноуровневых заданий оценка производится по пятибалльной шкале в следующем порядке:

Диапазон баллов	Описание критерия
«Отлично» 5	<p>Обучающийся:</p> <ul style="list-style-type: none"> -способен вести беседу по предложенной тематике (диалогическое и монологическое высказывания) в нормальном темпе; - демонстрирует широкий словарный запас, эффективный выбор и использование слова / идиомы, владение формой слова, соответствующий регистр; использует сложные грамматические конструкции;

	<ul style="list-style-type: none"> -эффективно взаимодействует с экзаменатором и/или партнером; -дает точные исчерпывающие ответы на все вопросы; -умело справляется с непредсказуемыми ситуациями; - проявляет инициативу; обосновывает свою мысль; - осуществляет связные монологические высказывания; - раскрывает тему полностью и надлежащим образом, приводит примеры и факты; -любое колебание в речи связано с содержанием, а не с поиском слов или грамматики.
«Хорошо» 4	<p>Обучающийся:</p> <ul style="list-style-type: none"> - способен вести беседу по предложенной тематике (диалогическое и/ли монологическое высказывание) в нормальном темпе; - имеет достаточный диапазон словарного запаса, делает несущественные ошибки в выборе формы слова/идиомы, имеет незначительные проблемы в выборе сложных конструкций, делает несколько ошибок в выборе времени, числа, порядка слов / функции, артиклей, местоимений, предлогов, допускает небольшое количество ошибок в орфографии, пунктуации, капитализации; -в основном высказывание отвечает заданию; -обучающийся понимает экзаменатора и партнера и дает правильные ответы на большинство вопросов; -в целом умеет справляться с непредсказуемыми ситуациями; - дает распространенные ответы и проявляет инициативу; - проявляет минимальные колебания в речи.
«Удовлетворительно» 3	<p>Обучающийся:</p> <ul style="list-style-type: none"> -понимает экзаменатора и партнера и дает правильные ответы; -выполняет простые задачи, но испытывает затруднения с более сложными задачами, недостаточно широко развивает свою мысль; -показывает ограниченный диапазон словарного запаса, делает частые ошибки в выборе формы слова / идиомы, использовании, значениях, имеет серьезные проблемы с простыми / сложными конструкциями, -проявляет частые колебания, произношение затрудняет общение; - темп речи замедлен.
«Неудовлетворительно» 2	<p>Обучающийся:</p> <ul style="list-style-type: none"> -не способен высказываться в устной форме; - не может раскрыть содержание задания, не понимает собеседника; - имеет ограниченный диапазон словарного запаса, делает частые ошибки в выборе формы слова / идиомы, использовании, практически не показывает знания правил построения предложений.

Критерии оценки для контрольной точки:

По итогам выполнения контрольной точки оценка производится по двадцатибалльной шкале в следующем порядке:

Диапазон баллов	Описание критерия
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<p>«Отлично» 20-17</p>	<p>Обучающийся:</p> <ul style="list-style-type: none"> -способен высказаться письменно по предложенной тематике (диалогическое и монологическое высказывания); - демонстрирует широкий словарный запас, эффективный выбор и использование слова / идиомы, владение формой слова, соответствующий регистр; использует сложные грамматические конструкции; -дает точные исчерпывающие ответы на все вопросы; - обосновывает свою мысль; - осуществляет связные монологические высказывания; - раскрывает тему полностью и надлежащим образом, приводит примеры и факты; - грамматические конструкции разнообразны, ошибки редки и не затрудняют понимание. - в тестовых заданиях допускается 90-100% правильных ответов;
<p>«Хорошо» 16-14</p>	<p>Обучающийся:</p> <ul style="list-style-type: none"> - способен высказаться письменно по предложенной тематике (диалогическое и/ли монологическое высказывание); - имеет достаточный диапазон словарного запаса, делает несущественные ошибки в выборе формы слова/идиомы, имеет незначительные проблемы в выборе сложных конструкций, делает несколько ошибок в выборе времени, числа, порядка слов / функции, артиклей, местоимений, предлогов, допускает небольшое количество ошибок в орфографии, пунктуации, капитализации; -в основном высказывание отвечает заданию; - присутствуют повторяющиеся грамматические ошибки, которые не мешают общему пониманию. <p>в тестовых заданиях допускается 75-89% правильных ответов;</p>
<p>«Удовлетворительно» 13-10</p>	<p>Обучающийся:</p> <ul style="list-style-type: none"> - словарный запас ограничен, но достаточен для передачи основного смысла. -выполняет простые задачи, но испытывает затруднения с более сложными задачами, недостаточно широко развивает свою мысль; -показывает ограниченный диапазон словарного запаса, делает частые ошибки в выборе формы слова / идиомы, использовании, значениях, имеет серьезные проблемы с простыми / сложными конструкциями, - много грамматических ошибок, которые значительно затрудняют понимание. - в тестовых заданиях допускается - 60-74% правильных ответов;
<p>«Неудовлетворительно» 9-0</p>	<p>Обучающийся:</p> <ul style="list-style-type: none"> -не способен высказываться в письменной форме; - не может раскрыть содержание задания, не понимает собеседника; - имеет ограниченный диапазон словарного запаса, делает частые ошибки в выборе формы слова / идиомы, использовании, практически не показывает знания правил построения предложений. - в тестовых заданиях менее 50% правильных ответов.

5.2. Типовые оценочные материалы для текущего контроля успеваемости обучающихся (вне контрольных точек):

Раздел 1 Деятельность человека в обществе

Вопросы для устного опроса:

Тема 1. Карьера. Моя будущая профессия. УК-4.4.; УК-4.6.

1. Do you have a career plan? Where do you want to be in 10 years' time?
2. Would you like to work for one or several companies?
3. What can damage your career prospects?
5. What do you hope to do in your future career?
6. Are you an organized person? How do you organize your time?
7. What do you have in common with your best friend?

Тема 2. Личностные качества и имидж. УК-4.4.; УК-4.6.

1. What techniques do you use in studying English? How do you remember new words, learn grammar etc.?
2. What do you trust more to: TV, the Internet, newspapers? Why?
3. Which is your favorite TV programme? Why?
4. Would you rather build a career in the public sector (e.g., a ministry, regulatory body, or municipal administration) or in a large multinational company? Briefly explain which environment better aligns with your professional values and why?
5. Would you like to run your own company? Why? /Why not?
6. What personal qualities are crucial for running a business?
7. What are your strengths and weaknesses

Тема 3. Информационная среда. УК-4.4.; УК-4.6.

1. What are the best ways of getting information on major issues of the day?
2. Can some good newspapers compete with the scientists in the way of educating people?
3. What do publications of most newspapers usually deal with?
4. What is the most dominating type of media?
5. How can big corporations benefit from mass media?
6. Do you agree that mass media promotes quality and progress in our everyday life? Why/not?
7. What are the best ways of getting information on major issues of the day?
8. What do you use the internet for? How much time do you spend on the internet each week?
9. Do you use mobile phone for information or entertainment?
10. Is TV educational or is it complete rubbish?

Тема 4. Известные люди. УК-4.4.; УК-4.6.

1. Who is a notable figure in the history of public administration in your country, and what

major reforms are they known for?

2. Describe the educational and professional background of a well-known public official. How did their early career experiences prepare them for high-level government roles?

3. Identify a mayor or local leader who significantly improved their city. What specific municipal policies or projects did they implement?

4. What personal qualities and leadership skills helped [name of a public figure] succeed in public service? Provide 2–3 examples of decisions that illustrate these traits.

5. Choose a historical or contemporary figure known for effective crisis management (e.g., during a pandemic, economic downturn, or natural disaster). What actions did they take, and why were those measures considered successful?

6. What legacy has [name of a prominent public servant] left in terms of institutional changes? Did they establish new government agencies, laws, or standards that are still in place today?

7. If you could interview any famous person in the field of public or municipal governance, who would it be and what three questions would you ask them about their career path, biggest achievement, and advice for future public servants?

Раздел 2 Первые деловые контакты

Тема 5. Деловые поездки. УК-4.4.; УК-4.6.

1. Do you like travelling? Which places have you visited or would like to visit? Why?

2. What is the best time to visit your own city?

3. Describe the opportunities your favorite season creates for travel?

4. What is the best way of traveling around your country (rail/road/air)?

5. Why is it better than the others?

6. What are the biggest transport problems in your country?

7. Do you ever go on business trips?

8. Where do you usually go for work?

9. How do you travel — by plane, by train, or by car?

10. Do you like business trips? Why or why not?

11. Who do you go with — alone or with colleagues?

12. How long are your business trips? (One day? One week?)

13. Where do you stay during a business trip — in a hotel or with friends?

14. What do you do during the day on a business trip?

15. Do you have meetings? How many?

16. What time do you wake up on a business trip?

17. Do you see new cities when you travel for work?

18. Do you take photos on business trips?

19. What do you bring back from a business trip? (A souvenir? Documents?)

Тема 6. Организация рабочего дня и процессов. УК-4.4.; УК-4.6.

1. What time do you usually start work?

2. How many breaks do you have during your workday?

3. What is the first thing you do when you get to the office?

4. Do you make a to-do list for the next day?

5. What task do you usually do first: the easiest or the most difficult one? Why?
6. How do you remember important dates and deadlines?
7. What do you do if you have too many tasks and not enough time?
8. Is it important to finish all your tasks today, or can some wait until tomorrow?
9. Is your desk tidy or messy?
10. What things do you always keep on your desk?

Тема 7. Культура коммуникации. УК-4.4.; УК-4.6.

1. What do you say when you meet someone for the first time?
2. How do you say «thank you» in a more polite way?
3. What words do we use to ask for something politely?
4. What should you do if you are late for a meeting?
5. Is it polite to interrupt someone when they are speaking? Why or why not?
6. What is a polite way to end a conversation?
7. Is it common to shake hands when you greet friends in your country?
8. In a business meeting, is it better to be on time or can you be a few minutes late?
9. Why is it important to learn about communication customs in other countries?
10. What do you usually say when you want to apologize to someone?
11. Is it polite to look at your phone when someone is talking to you? Why not?
12. What gestures (like a smile, a nod, or a wave) do people in our country use to show friendliness?

Тема 8. Основы делового общения. УК-4.4.; УК-4.5.; УК-4.6.

1. What are the main elements that should be present in a business letter?
2. What is the role of the letter subject in business correspondence?
3. What features should be taken into account when writing letters to foreign partners?
4. How to correctly formulate requests in business correspondence?
5. What tone and style is recommended to use in business correspondence?
6. How to correctly structure information in a letter?
7. What are the most common mistakes in business correspondence?
8. How to correctly use e-mail for business correspondence?
9. How to effectively respond to negative responses in business correspondence?

Критерии оценки для устного опроса:

По итогам выполнения устного опроса оценка производится по десятибалльной шкале в следующем порядке:

Диапазон баллов	Описание критерия
«Отлично» 10-9	Обучающийся: полно и аргументировано раскрывает содержание темы высказывания; излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств; письменное высказывание имеет вступление, основную часть и заключение, каждая часть из которых логически оправдана и имеет соответствующий объем;

	допускает 1-2 лексические, грамматические или стилистические ошибки, которые влияют на содержание высказывания; объем высказывания полностью соответствует требованиям.
«Хорошо» 8-6	Обучающийся: достаточно полно и аргументировано раскрывает содержание темы высказывания; излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств, допуская небольшие неточности, которые не влияют на содержание высказывания, не мешают его правильному восприятию; письменное высказывание имеет вступление, основную часть и заключение, каждая часть из которых в целом логически оправдана логически оправдана и имеет соответствующий объем; допускает 3-5 лексических, грамматических или стилистических ошибок; объем высказывания в основном соответствует требованиям.
«Удовлетворительно» 5-4	Обучающийся: неполно раскрывает содержание темы высказывания; излагает материал недостаточно связно и последовательно, знания терминологии не достаточны для раскрытия темы, а также обучаемому не хватает лексических, грамматических и стилистических средств для осуществления полноценного высказывания; письменное высказывание имеет вступление, основную часть и заключение, однако одна из частей слишком краткая/длинная, не связана с остальными частями, не соответствует своему назначению; допускает более 6-9 лексических, грамматических или фонетических ошибок; объем высказывания не соответствует требованиям (превышает установленный объем или, наоборот, имеет меньший объем).
«Неудовлетворительно» 3-0	Обучающийся: не раскрывает содержание темы высказывания; излагает материал несвязно и непоследовательно, не владеет соответствующей терминологией, а также достаточными лексическими, грамматическими и стилистическими средствами для осуществления высказывания; не придерживается структуры письменного высказывания; допускает более 10 лексических, грамматических или стилистических ошибок; объем высказывания не соответствует требованиям (превышает установленный объем или, наоборот, имеет меньший объем).

Тестовые задания:

Раздел 1 Деятельность человека в обществе

Тема 1. Карьера. Моя будущая профессия. УК-4.4.; УК-4.6.

Тестовое задание:

Read the text and choose the one correct answer (A, B, C or D) to the question below.

Translate your answer.

What do the new dynamics of the Russian job market mean for young people? First, if they have decided they want a career, they must start early in their academic life to plan and take steps to develop their professional careers. Second, in addition to a suitable background for a desired career, creativity, self-promotion and preparation are absolutely vital for any sort of success in the job search. Last, students must develop confidence in themselves and recognize the power that each of them has to take control of their future and shape it in a way that is best for them.

Question:

According to the text, which of the following is not listed as a key factor for young people's success in the modern Russian job market?

Options:

- A) Starting career planning early in academic life
- B) Having creativity and skills of self-promotion
- B) Relying on external guidance to shape one's future
- Г) Developing self-confidence and personal agency

Correct answer: B) Relying on external guidance to shape one's future

Read and translate the text:

Generally, it's so not easy for a school-leaver to decide on his future career. There are some frivolous people who enter an institute thinking whether they like the profession they had chosen or not. But occupation you want to devote your life to has to bring you satisfaction. So, it should be something you can do and you really want to.

I decided to be as a public administrator. TI think it is very interesting profession. Public administrator is supposed to work with people, to render them real help in difficult situations.

Our country is going through a difficult period now. Economic restructuring doesn't lead everyone to success. There are winners and losers. There is public administrator who have to relieve the burden off people's shoulders and to help them to solve their problems.

I understand the difficulties of this profession. But I believe this profession is really needed and hope that I can help a lot of people. Isn't that enough to be satisfied with your job?

Тема 2. Личностные качества и имидж. УК-4.4.; УК-4.6.

Тестовое задание:

Read the text and match the statements (1–6) with the appropriate category (A or B). One category may be used more than once. Translate your answers.

The study of personality has changed in recent times and more focus is now placed on the different ways that people understand their environments. One example of this type of approach is the study of optimism and pessimism. So what is the definition of optimism

and pessimism?

Optimists tend to see all the events in their lives in a positive light. Everything seems positive to optimists. Even negative events may still be viewed as having the potential to be positive. Pessimists on the other hand generally focus on the negative potential of everything.

In contrast, optimists will most likely view a poor exam result as useful feedback. They will take it as a warning that they need to change their study habits or exam preparation techniques. Optimists often make the decision to change that aspect of their study patterns and would fully expect to do better in the next exam.

In general, and not surprisingly, optimists do better in life. Taking students as an example, optimists generally believe that factors such as making an effort and improving study habits will lead to better results. Of course such beliefs lead to greater achievements. In one academic study, low-achieving students did much better when researchers helped them to overcome their negative feelings.

However, optimists should be careful. Over-optimistic people can sometimes ignore potential problems. Indeed, a person who is always positive in every situation, including times of crisis, is unlikely to be considered normal.

Categories:

A — Characteristics/behaviour of optimists

B — Characteristics/behaviour of pessimists

Statements:

1. They tend to see all the events in their lives in a positive light.
2. They generally focus on the negative potential of everything.
3. They may view a poor exam result as useful feedback.
4. They believe that making an effort and improving study habits will lead to better results.
5. They are unlikely to be considered normal if they are always positive, even in times of crisis.
6. They might be at risk of ignoring potential problems due to excessive positivity.

Answer key: 1 — A, 2 — B, 3 — A, 4 — A, 5 — A, 6 — A

Read and translate the text:

Character is a set of personal traits that help someone to live, love, choose, decide, communicate and even survive. The word “character” has a Greek origin and means a sign or distinguishing feature. It defines the features of behavior of a certain person and influences his relationships with others. Traits of a character are important as they determine the patterns of behavior and each individual’s way of life.

Professional psychologists outline four important groups of human nature: attitude to work, relation to others, attitude to things and attitude to oneself. Each group contains a number of positive and negative traits. For example, showing a strong character at work, one should be hard-working, responsible, reserved, creative and a good entrepreneur. Negative traits at work are arrogance, disdain and impoliteness.

In relation to others strong people show kindness, respect, sociability, while negative

signs include surliness, arrogance and rudeness. In relation to things, good-natured people show accuracy and gentle handling, while ill-bred people are careless and negligent. And, finally, in relation to oneself ideally a person should show self-esteem, modesty, adequate pride.

Such personal traits as selfishness, arrogance, impudence and vanity are considered to be negative. Thus, everyone is different. Some people are more extrovert, some are introverted, but all of them have personal traits of characters which define their social behavior and mode of life.

Тема 3. Информационная среда. УК-4.4.; УК-4.6.

Тестовое задание:

Read the text and choose all correct statements (multiple answers possible). Mark the letters of the options you consider true according to the text. Translate your answers.

The mass media play an important part in our lives. Newspapers, radio and especially TV inform us of what is going on in this world and give us wonderful possibilities for education and entertainment. They also influence the way we see the world and shape our views. Of course, not all newspapers and TV programmes report the events objectively, but serious journalists and TV reporters try to be fair and provide us with reliable information.

It is true that the world today is full of dramatic events and most news seems to be bad news. But people aren't interested in ordinary events. That is why there are so many programmes and articles about natural disasters, plane crashes, wars, murders and robberies. Good news doesn't usually make headlines. Bad news does.

Some people say that journalists are given too much freedom. They often intrude on people's private lives. They follow celebrities and print sensational stories about them which are untrue or half-true. They take photos of them in their most intimate moments. The question is — should this be allowed?

The main source of news for millions of people is television. People like TV news because they can see everything with their own eyes. And that's an important advantage. Seeing, as we know, is believing. Besides, it's much more difficult for politicians to lie in front of the cameras than on the pages of newspapers.

Still, many people prefer the radio. It's good to listen to in the car, or in the open air, or when you do something about the house. Newspapers don't react to events as quickly as TV, but they usually provide us with extra detail, comment and background information.

The Internet has recently become another important source of information. Its main advantage is that news appears on the screen as soon as things happen in real life and you don't have to wait for news time on TV.

Question: Which of the following statements are true according to the text? Choose all that apply.

- A) Mass media only provide entertainment and do not influence people's views.
- Б) Serious journalists strive to be fair and deliver reliable information.
- В) People are generally more interested in extraordinary, dramatic events than in ordinary ones.

- Г) Good news is more common in media than bad news.
- Д) Journalists sometimes invade celebrities' privacy by publishing sensational or untrue stories.
- Е) Television is the main news source for millions of people.
- Ж) Radio is convenient to listen to while driving or doing household chores.
- З) Newspapers react to current events faster than TV does.
- И) The Internet allows access to news as soon as events happen.
- К) It is easier for politicians to mislead the public through TV than through newspapers.

Correct answers: Б, В, Д, Е, Ж, И

Read and translate the text:

We don't imagine our lives without Internet. We can find all necessary information there. We use popular services and sources every day. One of the most popular sources is social nets. A social network is a very useful invention of the 21st century. Nowadays millions of people use social networks. It is an Internet site that gives us a chance to support various contacts, keep friendly relationships with classmates, acquaintances. More functional social nets allow watching photos and video films, to listen to music and so on. There is a possibility to enter different interesting groups. There exist social nets connecting people according to a general interest, for example, computer games players are combined into a social net.

People got used to surfing on the Internet because it is quick and very easy to discover any wish. You don't need to think of suggestions and ideas. At least what you need is to be able to type correctly. I think social networks help disabled and lonely people very much. They can create an account and start communicating with other identical partners. Most of social networks are used by people to meet friends with similar interests and hobbies. Very often close - minded persons find each other on the Internet. Although people live far away from one another any network can unite them. However why are social networks so widespread and widely used? As we live in an era where technology is at its peak and is in constant development, things like reading books on the internet, shopping online and communication with contacts around the globe, which were impossible a hundred years ago, are now part of everyday life. The most vital part of today's world is speed – the speed of acquiring information.

Тема 4. Известные люди. УК-4.4.; УК-4.6.

Тестовое задание:

Read the text and choose the one correct answer (A, B, C or D) to the question below:

Peter the Great was a Russian Tsar in the late 17th century who later became the first Emperor of Russia. A very powerful ruler, he was famous for engaging in numerous military campaigns to expand his Tsardom into a large empire. Born as the 14th child of Tsar Alexis by his second wife, he was forced to shoulder the responsibilities of Tsardom from an early age. Tsar Alexis died when Peter was just four, and the deceased Tsar was succeeded by Peter's elder half-brother, Feodor III. Feodor was a sickly youth and died

after a few years, leaving behind no legitimate heirs. This gave rise to a dispute over who should inherit the throne. The next in line for the throne was another of Peter's elder half-brothers, Ivan V. However, Ivan was chronically ill and not viewed as a suitable ruler, so Peter, aged just 10, was chosen to become Tsar with his mother as regent. For a few years, he ruled jointly with his brother Ivan, and after Ivan's death in 1696, Peter became the sole ruler. As ruler, Peter greatly expanded his territories and implemented several radical reforms to make Russia a great power in Europe.

1. When did Peter the Great become the sole ruler of Russia?

A) In the late 17th century.

B) After the death of Tsar Alexis.

B) After the death of Ivan V in 1696.

Г) At the age of 10.

2. Why was Peter chosen to become Tsar at the age of 10?

A) He was the eldest son of Tsar Alexis.

B) His elder half-brother Ivan V was chronically ill and not viewed as a suitable ruler.

B) He had already proven his military skills.

Г) His mother forced the nobility to choose him.

Correct answer key: 1. B (After the death of Ivan V in 1696)

2. Б (His elder half-brother Ivan V was chronically ill and not viewed as a suitable ruler)

Read and translate the text:

Catherine II «the Great», Empress of Russia (1729-1796), is referred to as an «enlightened monarch». She shaped the Russian destiny to a greater extent than almost anyone before or since, with the exception of Peter the Great.

A German Princess, born Sophie Augusta Fredericka, she married Peter III of Russia and changed her name to «Catherine» when she accepted the Russian Orthodox faith. The marriage was unsuccessful due to Peter III's mental immaturity. Soon Catherine became popular with several powerful political groups. She corresponded with many of the great minds of her era, including Voltaire and Diderot. Peter's eccentricities and policies alienated many. He was made to abdicate and was killed by Alexei Orlov in 1762. Catherine became the Empress of Russia.

In 1785 Catherine issued a charter that freed the nobles from state service and taxes, made noble status hereditary, and gave the nobles full control over their serfs and lands. Catherine proceeded to «westernize» Russia. After a peasant revolt in 1773 led by Yemelyan Pugachev, Catherine instituted several drastic reforms. First, she encouraged the modernization of agriculture and industry. Second, she supported foreign investment in economically underdeveloped areas. Third, Catherine encouraged education for the nobles and middle class. She gave equal rights to Muslims in Russia, including the right to build mosques.

Catherine made Russia the dominant power in the Middle East after her first Russo-Turkish War against the Ottoman Empire (1768— 1774). She annexed the Crimea in 1783.

All told, she added some 518,000 square km to Russian territory. She also encouraged the colonization of Alaska and of conquered areas.

Catherine subscribed to the Enlightenment and considered herself a 'philosopher on the throne.' She became known as a patron of the arts, literature and education. The Hermitage Museum was begun as Catherine's personal collection. She founded the famous Smolny Institute for noble young ladies. Gavril Derzhavin and other writers of her epoch, supported by Catherine, laid the foundation for the great writers of the nineteenth century. However, her reign was also marked by censorship. When Radishchev published his Journey from St. Petersburg to Moscow in 1790, Catherine had him exiled to Siberia. Catherine died on November 5, 1796, and was buried at the St. Peter and St. Paul Fortress in Saint Petersburg.

Раздел 2 Первые деловые контакты

Тема 5. Деловые поездки. УК-4.4.; УК-4.6.

Тестовое задание:

Put the events from the story in the correct order (1–8). Write the number of each sentence in the box next to it. Translate your answers:

A flight to India had a stopover at Sheremetyevo. The stopover was just two hours, so the passengers only had time for a snack and a bit of shopping before they were ready to board their next plane to Bombay. But there was a huge queue to the security check and the passengers were starting to get very nervous. They didn't want to miss their flight. One of the passengers in the queue was a very tall Indian with a big bag. The bag was heavy for normal hand baggage and the man had put it on a trolley. When it was his turn to go through the metal detector, he stepped forward with his bag. Of course, the next thing everybody heard was a loud alarm. The security officers went speechless with surprise. However, a moment later, they turned to the Indian man and very politely asked him to leave his hand baggage with them before going through the metal detector. The Indian smiled, took his bag off the trolley and gave it to a security officer. Then he went back to his trolley, pushed it in front of him and tried to go through the metal detector once again. By this time, it was very clear what the problem was.

A. The passengers were nervous about missing their flight due to a long queue at security.

Б. The flight had a two hour stopover at Sheremetyevo.

В. The Indian man gave his bag to a security officer.

Г. The metal detector alarm sounded when the Indian man approached it with his bag.

Д. The security officers asked the man to leave his hand baggage before going through the detector.

Е. The Indian man pushed the trolley through the metal detector again.

Ж. Everyone realized what the real problem was.

З. A tall Indian man with a heavy bag on a trolley waited in the security queue.

Correct answer key: Б — 1; А — 2; 3 — 3; Г — 4; Д — 5; В — 6; Е — 7; Ж — 8

Read and translate the text:

Travelling is one of the most exciting experiences one can have in life. It allows us to explore new places, meet new people, try new foods, and learn about different cultures. Whether you're travelling domestically or internationally, it's always an adventure.

One of the best things about travelling is the opportunity to make memories that will stay with you forever. From scenic hikes and beautiful landscapes to trying new foods and experiencing local festivals, every destination has something unique to offer. Moreover, travelling allows us to step out of our comfort zones and try things we may not have considered before.

Another benefit of travelling is the chance to meet different people from around the world. You can make new friends, hear about their experiences and learn about their cultures. It also broadens our understanding of different languages and customs, which can lead to increased tolerance and empathy for others.

Travelling can be a way to take a break from the daily grind and to recharge your batteries. It's a chance to disconnect from social media and take a break from the constant stimulation of modern life. Whether it's a relaxation trip to the beach or a rural retreat to the countryside, travelling gives us the opportunity to take a break and clear our minds.

Тема 6. Организация рабочего дня и процессов. УК-4.4.; УК-4.6.

Тестовое задание:

Read the text and choose the one correct answer (A, B, B or Г) to the question below:

On weekdays the alarm-clock wakes me up at 6.30 and my working day begins. I'm not an early riser, that's why it's very difficult for me to get out of bed, especially in winter. I switch on my radio and do my morning exercises. Then I go to the bathroom, take a warm shower, clean my teeth and shave. After that I go to my bedroom to get dressed.

Usually, my wife makes breakfast for me. But when she is away on business or just doesn't have to get up early, I make breakfast myself. While having breakfast, I listen to the latest news on the radio.

I usually arrive at work at ten minutes to nine though my working day begins at 9 sharp. There are always some emails to translate from English into Russian. Sometimes my boss wants me to discuss working issues with our business partners abroad. There are also a lot of phone calls which I have to answer.

At 1 o'clock in the afternoon we have lunch. We usually have lunch in a small cafe just round the corner. At 2 o'clock we come back to work. And we work hard till 5 o'clock. During the working day we also have several short coffee breaks. But sometimes we have no time for them.

I come home at about 7 o'clock in the evening. Occasionally I have to stay at work till 6 or even 7 o'clock in the evening. When we have a lot of things to do we go to work on Saturdays. So by the end of the week I get very tired.

1. What does the man do while having breakfast?
 - A) He reads a book
 - Б) He watches TV
 - B) He listens to the news on the radio
 - Г) He talks to his wife
2. Where do the man and his colleagues usually have lunch?
 - A) In the office
 - Б) In a small cafe round the corner
 - B) At home
 - Г) In a restaurant downtown
3. When does the man sometimes have to work on Saturdays?
 - A) When he wants to earn more money
 - Б) When there is a lot of work
 - B) When his boss asks him to do so once a month
 - Г) When he needs to discuss issues with partners

Correct answer key: 1 — B, 2 — Б, 3 — Б

Read and translate the text:

I am an Indian studying in the Chine. In all this while that I've been staying on my own, I've realised that time management is the most crucial thing for me. Having to study, cook my food, clean my room, and wash clothes without any help is a tough challenge. Doing all these things without proper time management can be critical and problematic. I always maintain a timetable for myself. It helps me keep track of time and do things more productively.

I also make time for leisure activities to keep myself fresh and happy. For example, after a whole day of working outside and at home, at night, I make time to read books. Reading books is something that has always brought me joy. In this manner, I manage my own time as I know time is money, and it waits for none. If we waste it, we might regret it later and wish for an alternative.

For every person, time management is crucial. You wouldn't be far from achieving your goals if you could manage your time effectively, regardless of whether you are a student, housewife, business owner, or working professional.

Тема 7. Культура коммуникации. УК-4.4.; УК-4.6.

Тестовое задание:

Read the text and choose the one correct statement (A, Б, B or Г) that is fully supported by the information in the passage.

To communicate with others, to convince and to find the compromise, to listen and speak - those are what the life consists of, and the business life especially. Without those important skills no success may be reached, and people gain these skills and improve them during their whole life.

I think, nobody can remain indifferent to the relations between people, their

behaviour and their individuality. It is no matter who are you - the manager of giant corporation or, let's say, a low-paid employee in a small office - if you are involved into some kind of business activity and have some goals and wishes - you are compelled to have a deal with others, without possibility to stand out from the communication.

Surely, some of the basic communication skills we learn in a childhood. But it is a common mistake to consider them stable and sufficient. To make a progress in communication skills means to succeed. That is why to prepare for a hard task to be managers we must estimate our present abilities, and then compare them with those necessary to achieve desired result. Even having a high opinion of your own communication level you would better seek for the plenty of self-confidence.

1. Can people reach success without good communication skills?

- A) Yes, communication skills are not important.
- B) No, without these skills no success may be reached.
- B) Only managers need communication skills.
- Г) Success depends only on luck.

2. Does the level of communication skills matter for different types of workers?

- A) Only for managers of big companies.
- B) Only for people who work with customers.
- B) No, it doesn't matter at all.
- Г) Yes, it matters for everyone involved in business activity, from managers to low-paid employees.

3. Is it a good idea to think that your communication skills will never need improvement?

- A) Yes, once you learn them, they stay perfect.
- B) No, considering your skills stable and sufficient is a common mistake.
- B) Improvement is only needed for young people.
- Г) Only shy people need to improve their skills.

4. What does progress in communication skills lead to?

- A) More problems at work.
- B) Success in life and career.
- B) Less time for family.
- Г) Higher stress levels.

5. Should you be confident in your communication skills even if you think they are good?

- A) No, you should always doubt yourself.
- B) It doesn't matter.
- B) Yes, you should seek more self-confidence even if you already have a high opinion of your skills.
- Г) Confidence is not related to communication.

6. Why is it important to improve communication skills throughout life?

- A) Because they automatically get worse with age.
- B) Because improvement leads to success and skills learned in childhood may not be enough.
- B) To impress your friends.
- Г) It's not important — childhood skills are enough.

Correct answer key: 1 — Б, 2 — Г, 3 — Б, 4 — Б, 5 — В, 6 — Б.

Read and translate the text:

Different methods of communication that businesses use to convey their messages, share information, and collaborate with others.

Digital communication: This method involves the use of technology to communicate, such as through video conferencing, instant messaging, or social media. Digital communication is also beneficial for communicating with teams in remote locations.

Mass communication: This method involves communicating with a large audience, such as through advertising, public relations, or marketing campaigns. It is useful for reaching a wide range of stakeholders and promoting the organization's brand and reputation.

Visual communication: Businesses often use visual aids for conveying information through images, such as graphs, charts, or videos. It is useful for presenting complex information or business data in a simple and easy-to-understand format.

Interpersonal communication: This method involves communication between individuals in a face-to-face setting. It is useful for building relationships and fostering collaboration within the organization.

Тема 8. Основы делового общения. УК-4.4.; УК-4.5.; УК-4.6.

Тестовое задание:

Read the email invitation below and write a detailed, structured response (40–50 words) that fulfills the following requirements:

Subject: Invitation to Participate in Public Administration Research

Dear [Name],

We are conducting an important study on leadership practices and organizational culture in public sector institutions. Your insights as a public servant would be invaluable.

We invite you to complete a 15-minute anonymous survey focused on:

communication within government agencies;

decision-making processes;

challenges of implementing public policy.

The link is below:

[Survey Link]

Your participation will help improve the efficiency of public administration and inform future policy reforms.

Thank you,

Dr James Wilson

Lead Researcher, Institute for Public Policy and Governance

Compose a reply email to Dr James Wilson. In your reply:

Thank him for the invitation to participate in the survey, specifically noting the relevance of the topic to public administration.

Confirm your willingness to complete the survey and mention that you appreciate its concise duration (15 minutes).

Politely request to receive a summary of the results once the study is completed, explaining that the findings could be useful for your work in the public sector.

Use appropriate email etiquette (include a clear subject line, greeting, closing, and signature).

Ensure your language is polite, professional, and reflects the context of public service.

End with an expression of appreciation for considering your request and for conducting this valuable research.

Read and translate the text:

Business etiquette is made up of significantly more important things than knowing which fork to use at lunch with a client. Etiquette is about presenting yourself with the kind of polish that shows you can be taken seriously. Etiquette is also about being comfortable around people.

People are a key factor in your own and your business' success. Many potentially worthwhile and profitable alliances have been lost because of an unintentional breach of manners.

The most important thing to remember is to be courteous and thoughtful to the people around you, regardless of the situation. Consider other people's feelings, stick to your convictions as diplomatically as possible. Address conflict as situation-related, rather than person-related. Apologize when you step on toes.

Make it a point to arrive ten or fifteen minutes early and visit with people that work near you. When you're visiting another site, linger over a cup of coffee and introduce yourself to people nearby. If you arrive early for a meeting, introduce yourself to the other participants.

If you're travelling on business to a foreign destination, or have visitors here, it is a good idea to learn as much as you can about the culture they are coming from and make appropriate allowances.

Критерии оценки для тестовых заданий:

По итогам выполнения тестовых задания оценка производится по пятибалльной шкале в следующем порядке:

Диапазон баллов	Описание критерия
5	«отлично» - 90-100% правильных ответов;
4	«хорошо» - 75-89% правильных ответов;
3	«удовлетворительно» - 60-74% правильных ответов;
2	«неудовлетворительно» - 59-35% и меньше правильных ответов.
0	«неудовлетворительно» - 34 % и меньше правильных ответов.

Темы для дискуссии / эссе (доклад, сообщение):

Раздел 1 Деятельность человека в обществе

Тема 1. Карьера. Моя будущая профессия. УК-4.4.; УК-4.6.

1. «Why I chose this profession: dreams, skills, and reality»

Explore what influenced your choice (personal interests, family advice, job market trends) and how your expectations match the real demands of the field.

2. «How to make the right career choice: following your passion vs. choosing a stable job»

3. Discuss the pros and cons of pursuing a dream job versus opting for a financially stable but less exciting career path.

4. «What skills do I need to succeed in my chosen profession?»

Identify key hard and soft skills required for your future job and outline a plan to develop them (courses, practice, reading).

5. «Education path for my dream job: university, vocational training, or self-study?»

Compare different learning routes and decide which one best fits your career goals and learning style.

6. «How internships and part-time jobs help shape your future career»

Explain the value of early work experience and how it can clarify your professional interests and build useful connections.

7. «Will my future profession be in demand in 10–15 years?»

Research current trends (automation, AI, globalization) and discuss whether your chosen field is likely to grow, change, or decline.

8. «Ethical challenges in my future profession»

Consider potential moral dilemmas you might face (e.g., in medicine, law, business, tech) and how to handle them responsibly.

9. «My 5-year career plan: from student to professional»

Create a step-by-step timeline: studies, certifications, first job, skill upgrades, and long-term goals.

Тема 2. Личностные качества и имидж. УК-4.4.; УК-4.6.

1. «How do personal qualities influence career success?»

Discuss which traits (e.g., honesty, resilience, creativity) are most valuable in professional life and why. Provide real-life or hypothetical examples.

2. «Can you develop personal qualities, or are they innate?»

Explore whether qualities like confidence, empathy, or leadership can be learned and cultivated, or if they are mostly natural. Support your argument with examples.

3. «The most important personal quality for a leader: what is it and why?»

Choose one key trait (e.g., integrity, vision, communication skills) and explain how it helps leaders inspire and guide others effectively.

4. «Does appearance matter in professional success?»

Debate the role of physical appearance, dress style, and grooming in career advancement. Consider different industries and cultures.

5. «First impressions vs. long-term relationships: what matters more?»
Compare the importance of a strong first impression with the value of consistent personal qualities in building trust and lasting professional connections.
6. «How to create a professional image: style, body language, and communication»
Describe practical steps to build a positive professional image — from wardrobe choices to non-verbal communication and speech habits.
7. «Should you adapt your image to fit a job, or stay true to yourself?»
Weigh the pros and cons of adjusting your style and behaviour for a specific role versus maintaining authenticity. Use examples from different professions.
8. «Is a 'professional image' always sincere, or can it be a mask?»
Reflect on whether professional etiquette and polished image can hide true personality traits. Discuss potential risks and benefits of this duality.
9. «Your online image: how social media shapes personal and professional reputation»
Analyse how posts, photos, and comments on social networks affect how others perceive you. Discuss strategies for managing a positive digital footprint.
10. «Personal branding: turning your qualities into a professional advantage»
Explain what personal branding means and how you can highlight your unique traits and skills to stand out in your field.

Тема 3. Информационная среда. УК-4.4.; УК-4.6.

1. «How has the internet changed the way we consume information?»
Analyse the shift from traditional media (newspapers, TV) to online platforms. Discuss convenience, speed, and potential downsides like information overload.
2. «Social media as a source of news: benefits and risks»
Explore why many people rely on social networks for updates. Consider issues like misinformation, echo chambers, and the lack of editorial control.
3. «Information overload: how to manage the flood of data in the digital age»
Discuss the challenges of constant connectivity and endless content. Suggest practical strategies for filtering, prioritising, and disconnecting.
4. «How to spot fake news and verify information online»
Outline key steps for fact-checking: checking sources, looking for corroboration, using fact-checking websites, and recognising biased language.
5. «The role of critical thinking in navigating the information environment»
Explain why critical thinking skills are essential today. Give examples of questions to ask when evaluating claims, statistics, or headlines.
6. «Bias in media: how different outlets shape our perception of reality»
Discuss how editorial stance, ownership, and algorithms can influence news coverage. Compare how the same event is reported by different sources.
7. «Digital literacy: a must-have skill for the 21st century»
Define digital literacy and explain why it's crucial for education, work, and citizenship.
8. «The future of the information environment: AI, virtual reality, and beyond»
Imagine how emerging technologies might change how we access and interact with information. Discuss potential benefits (personalised learning) and risks (deepfakes, filter bubbles).
9. «TV vs Radio: which medium is more effective for news delivery?»

Compare the strengths of both media: TV's visual impact and storytelling vs radio's accessibility and immediacy. Discuss which is better for different audiences and situations (e.g., commuting, emergencies).

10. «The role of radio in the digital age: is it still relevant?»

Analyse whether radio remains useful despite streaming services and podcasts. Consider its advantages (local news, traffic updates, talk shows) and how it adapts to modern technology (online streaming, apps).

11. «How TV shapes public opinion and cultural values»

Explore how TV programmes (news, series, reality shows) influence viewers' attitudes, lifestyle choices, and perception of social norms. Give examples of popular shows and their societal impact.

Тема 4. Известные люди. УК-4.4.; УК-4.6.

1. «Who is a famous leader from your country? What did they do?»

Talk about a well-known public figure from your country: who they are, what position they held, and what important things they did.

2 «Why is it important to study famous politicians and leaders?»

Discuss why it's useful to learn about famous politicians and leaders. How can their experience help us today?

3. «What qualities make a good public leader? Give an example of a famous person.»

Name 2–3 qualities a good public leader should have (e.g., honesty, kindness, bravery). Give an example of a real person and explain why they fit this description.

4. «A famous person who changed their country: what did they change?»

Choose a well-known public official who made an important change in their country (in laws, education, economy, etc.). Briefly describe these changes in simple terms.

5. «How do famous leaders communicate with people?»

Look at how famous leaders talk to citizens: through speeches, interviews, or social media. Pick one leader and describe their communication style in a few sentences.

6. «Famous women in public administration: who are they and what did they achieve?»

Tell us about one or two famous women in government. What positions did they hold, and what successes did they have? Use simple achievements (e.g., “she helped pass a new law”).

7. «Can young people become important leaders? Find an example.»

Discuss whether young people can hold important government positions. Find a real example of a young politician and give a short description (age, position, what they do).

8. «What can we learn from the mistakes of famous leaders?»

Think about what we can learn from the mistakes of well-known leaders. Give one simple historical example and explain one clear lesson we can take from it.

9. «A leader I admire: why do I respect this person?»

Describe a public figure you admire. Briefly explain (in 2–3 sentences) which of their decisions or personal qualities you respect most. Keep the language simple and concrete.

10. «How do famous leaders influence young people today?»

Discuss how well-known politicians influence young citizens. Can they be role models? Give one example of a modern leader and briefly describe their influence on young people.

Раздел 2 Первые деловые контакты

Тема 5. Деловые поездки. УК-4.4.; УК-4.6.

1. «My first business trip»

Describe your (real or imaginary) first business trip: where you went, why, and what you did. Share your feelings (excitement, joy, slight worry).

Key words: trip, business meeting, hotel, airport, colleague.

2. «How to prepare for a business trip»

Make a short plan for preparing for a business trip. What do you need to do before leaving (buy tickets, book a hotel, pack documents)?

Key words: prepare, ticket, hotel reservation, passport, suitcase.

3. «The best way to travel on business: plane, train or car?»

Compare different types of transport for business trips. Which is faster? More comfortable? Cheaper? Give 1–2 pros and cons for each.

Key words: plane, train, car, fast, comfortable, expensive, journey.

4. «A day in the life of a business traveler»

Describe a typical day for someone on a business trip: what time they wake up, where they have breakfast, what meetings they attend, and what they do in the evening.

Key words: wake up, breakfast, meeting, office, dinner, hotel room, check-in, check-out.

5. «Why business trips are useful»

Discuss how business trips benefit companies and employees. For example: making new contacts, sharing experience, closing deals.

Key words: useful, contacts, experience, meeting people, work, company, success.

6. «Problems during a business trip and how to solve them»

Name 1–2 possible problems during a trip (missing a flight, losing documents) and suggest simple solutions.

Key words: problem, flight, late, lost, passport, help, airport, reception, ask for help.

7. «Staying in a hotel: what i like and don't like»

Share your impressions of staying in a hotel during a business trip. What do you like (breakfast, wi-fi, cleanliness)? What could be better?

Key words: hotel, room, breakfast, wi-fi, clean, comfortable, service, staff.

8. «Business meeting in another country: cultural tips»

Think about why it's important to know the cultural features of the country you're visiting for work. Give 1–2 simple examples (e.g., handshake, punctuality).

Key words: country, culture, meeting, handshake, time, polite, tradition, respect.

9. «What to pack for a 3-day business trip»

Make a list of things to take on a short 3-day trip. Divide into categories: clothes, documents, tech.

Key words: pack, clothes, shirt, trousers, jacket, laptop, documents, charger, toothbrush, toiletries.

10. «Using english on a business trip»

Explain why knowing english is important for business trips, even if you're not going to an english-speaking country. Give examples of situations (at the airport, in a meeting, at the hotel).

Key words: english, language, airport, meeting, hotel, talk, understand, communication, ask questions.

Тема 6. Организация рабочего дня и процессов. УК-4.4.; УК-4.6.

1. My perfect working day.

Describe what your ideal day at work or study looks like. What time do you start? What tasks do you do? When do you take breaks?

Key words: start/finish time, tasks, break, lunch, feel productive.

2. Why is planning your day important?

Explain 2–3 reasons why planning is useful. Give a simple example from your life.

Key words: plan, save time, don't forget, feel organized, less stress.

3. The best way to make a to-do list.

Talk about how you can write a to-do list. Should you write big tasks or small steps? Should you put a time next to each task?

Key words: to-do list, tasks, important, time, cross out.

4. How I prioritize my tasks.

Choose one method you use (or would like to use): doing the hardest task first, doing quick tasks first, or doing things by their deadline. Explain why this method is good.

Key words: prioritize, important, deadline, hard/easy task, first/next.

5. My workspace: tidy or messy?

Describe your desk or study area. Is it tidy or messy? Why? Do you think a tidy space helps you work better?

Key words: desk, tidy/clean, messy/untidy, books, papers, computer, help me focus.

6. Breaks: are they a waste of time?

Discuss if short breaks during work are helpful or not. Say how long your ideal break is and what you like to do during it.

Key words: break, rest, five minutes, get up, walk, feel fresh, work better.

7. Morning routine: how it helps start the day well.

Write about your morning habits before work or school. Do you make your bed? Do exercises? Eat breakfast? Explain how this helps you.

Key words: morning routine, wake up, get up, wash, breakfast, feel ready for the day.

8. Digital or paper planner: which is better?

Compare using a phone app (digital planner) and a paper notebook (paper planner) for organizing your time. What are the pros and cons of each?

Key words: digital planner, app, paper planner, notebook, easy to use, can break, always with me.

9. How to avoid distractions at work.

Name 1–2 common distractions (e.g., phone, social media, noise) and give a simple tip on how to avoid them.

Key words: distraction, phone, social media, turn off, quiet place, focus on work.

10. One change that could make my workday better.

Outline: Think about your typical day. What is one small change you could make to work more efficiently or feel less tired? (For example: wake up 30 minutes earlier, organize my desk every evening, plan the next day before I finish work).

Key words: change, more efficient, less tired, organize, plan, wake up earlier, feel better.

Тема 7. Культура коммуникации. УК-4.4.; УК-4.6.

1. How to be polite in everyday life.

Name 3–4 common polite words or phrases (e.g., please, thank you, excuse me, sorry) and say in which situations you use them.

Key words: polite, please, thank you, excuse me, sorry, say hello, smile.

2. Greetings around the world.

Describe how people greet each other in our country (handshake, hug, kiss, bow). Then compare it with one other country you know about.

Key words: greet, say hello, handshake, hug, bow, kiss on the cheek, smile, in my country

3. What to say when you meet someone new.

Write a short dialogue for a first meeting. Include a greeting, introducing yourself, and a friendly question.

Key words: meet, first time, Hello, I'm..., Nice to meet you, Where are you from?, What do you do?

4. Politeness at work.

Talk about polite behavior with colleagues. Should you say please and thank you to them? Is it important to be on time?

Key words: teacher, boss, colleague, please, thank you, be on time, listen carefully, ask questions, respect.

5. Phone etiquette: how to talk on the phone politely.

Give 2–3 rules for polite phone conversations (e.g., start with a greeting, speak clearly, say thank you at the end).

Key words: phone call, hello, speaking, could i speak to...?, speak clearly, thank you, goodbye.

6. Is it polite to give opinions?

Discuss when it's okay to share your opinion (e.g., "I don't like this movie") and when it's better to be careful. How can you say "no" politely?

Key words: opinion, I think..., In my opinion..., I'm sorry, but I can't..., Maybe another time, be honest, be kind.

7. Body language: what does it tell us?

Talk about 2–3 common gestures or body signals (smile, eye contact, crossed arms) and what they mean. Are they the same in all countries?

Key words: body language, smile, eye contact, nod, shake head, crossed arms, friendly, rude, in my culture.

8. Social media and politeness.

Is it important to be polite online? Should you say thank you for a message or a like? How can you disagree with someone without being rude in comments?

Key words: social media, online, message, comment, thank you, be kind, disagree, I see your point, but..., don't shout (write in capitals).

9. Cultural differences: what surprised you?

Think about a custom from another country that seemed strange or interesting to you (e.g., removing shoes before entering a house, gift-giving rules). Why was it different from our culture?

Key words: culture, custom, tradition, different, same, surprised, interesting, polite, impolite.

10. How to end a conversation politely.

Write 3–4 phrases you can use to say goodbye in a friendly way. When is it okay to end a conversation? Give an example situation.

Key words: end a conversation, It was nice talking to you, see you later, have a good day!, I need to go now, goodbye, smile.

Тема 8. Основы делового общения. УК-4.4.; УК-4.5.; УК-4.6.

1. «How to greet people at work»

Describe how to greet colleagues and visitors in a business setting. Write 3–4 greeting phrases (e.g., for morning, for a visitor, for a phone call).

Key words: greet, hello, good morning, welcome, office, colleague, visitor.

2. «Writing a simple business email»

Explain the basic structure of a short business email (greeting, main message, closing). Write a 4–5 sentence email asking for information about a meeting.

Key words: email, subject, greeting, message, ask, question, closing, thank you.

3. «Polite requests: How to ask for things»

Give 3–4 examples of polite ways to ask for help or information at work (e.g., “Can you...?”, “Could you...?”). Use simple situations.

Key words: polite, ask, request, help, please, can you, could you, would you.

4. «Answering the office phone»

Imagine you answer the office phone. What 3–4 sentences do you say? Write a short dialogue between the caller and you.

Key words: phone, answer, hello, this is «company», may I help you?, hold on.

5. «Saying ‘thank you’ and ‘sorry’ at work»

Write 2–3 sentences for thanking a colleague and 2–3 sentences for apologizing (e.g., for being late).

Key words: thank you, thanks, appreciate, sorry, apologize, late, mistake, forgive.

6. «Introducing yourself and others»

Prepare a short self-introduction (name, job, company) and a sentence to introduce a colleague to a visitor.

Key words: introduce, my name is, I work as, this is [name], meet, colleague, visitor.

7. «Making appointments: How to schedule a meeting»

Write a short email or dialogue to schedule a meeting. Include the day, time, and place. Use phrases like “Can we meet...?” or “Let’s meet...”.

Key words: appointment, meeting, schedule, date, time, place, can we meet, let’s meet.

8. «Giving simple instructions at work»

Think of a simple task (e.g., print a document, send an email). Write 3–4 short instructions for a colleague.

Key words: instruction, please, do this, first, then, after that, print, send, check.

9. «Communication tools: Email vs. phone vs. face-to-face»

Compare three ways to communicate at work. When is it better to send an email? When to call? When to talk in person? Give one simple reason for each.

Key words: communication, email, phone, face-to-face, quick, important, clear, message, call.

10. «A short work conversation: asking for information»

Write a 6–8 line dialogue where you ask a colleague for information (e.g., about a project deadline or a document location). Be polite and clear.

Key words: information, where is, when is, deadline, document, file, please, thank you.

Критерии оценки для РЗ – разноуровневых заданий (ситуационное задание), эссе (доклад, сообщение, дискуссия):

По итогам выполнения разноуровневых заданий оценка производится по пятибалльной шкале в следующем порядке:

Диапазон баллов	Описание критерия
«Отлично» 5	Обучающийся: -способен вести беседу по предложенной тематике (диалогическое и монологическое высказывания) в нормальном темпе; - демонстрирует широкий словарный запас, эффективный выбор и использование слова / идиомы, владение формой слова, соответствующий регистр; использует сложные грамматические конструкции; -эффективно взаимодействует с экзаменатором и/или партнером; -дает точные исчерпывающие ответы на все вопросы; -умело справляется с непредсказуемыми ситуациями; - проявляет инициативу; обосновывает свою мысль; - осуществляет связные монологические высказывания; - раскрывает тему полностью и надлежащим образом, приводит примеры и факты; -любое колебание в речи связано с содержанием, а не с поиском слов или грамматики.
«Хорошо» 4	Обучающийся: - способен вести беседу по предложенной тематике (диалогическое и/или монологическое высказывание) в нормальном темпе; - имеет достаточный диапазон словарного запаса, делает несущественные ошибки в выборе формы слова/идиомы, имеет незначительные проблемы в выборе сложных конструкций, делает несколько ошибок в выборе времени, числа, порядка слов / функции, артиклей, местоимений, предлогов, допускает небольшое количество ошибок в орфографии, пунктуации, капитализации; -в основном высказывание отвечает заданию; -обучающийся понимает экзаменатора и партнера и дает правильные ответы на большинство вопросов; -в целом умеет справляться с непредсказуемыми ситуациями; - дает распространенные ответы и проявляет инициативу; - проявляет минимальные колебания в речи.
«Удовлетворительно» 3	Обучающийся: -понимает экзаменатора и партнера и дает правильные ответы; -выполняет простые задачи, но испытывает затруднения с более сложными задачами, недостаточно широко развивает свою мысль; -показывает ограниченный диапазон словарного запаса, делает

	частые ошибки в выборе формы слова / идиомы, использовании, значениях, имеет серьезные проблемы с простыми / сложными конструкциями, -проявляет частые колебания, произношение затрудняет общение; - темп речи замедлен.
«Неудовлетворительно» 2	Обучающийся: -не способен высказываться в устной форме; - не может раскрыть содержание задания, не понимает собеседника; - имеет ограниченный диапазон словарного запаса, делает частые ошибки в выборе формы слова / идиомы, использовании, практически не показывает знания правил построения предложений.

5.3. Текущий контроль успеваемости по дисциплине предусматривает 2 контрольные точки (далее – КТ) в течение периода освоения дисциплины.

Максимальное количество баллов за любой тип работ в рамках КТ составляет 20 (двадцать) баллов.

Распределение весовых коэффициентов по КТ в рамках текущего контроля успеваемости по дисциплине и формулы расчета:

Наименование контрольного задания	Максимальное количество баллов за работу в рамках КЗ, которое может набрать студент	Коэффициент веса контрольного задания	Результат контрольного задания, участвующий в формировании итоговой балльной оценки по дисциплине (отражается в журнале БРС в СДО)
КТ 1	20	0,2	20
КТ 2	20	0,2	20
Итого:	40	0,4	40

Формула расчета результата контрольной точки:

Результат контрольной точки = Количество баллов за работу в рамках КТ x Коэффициент веса контрольной точки.

5.4. Формы текущего контроля успеваемости обучающихся в рамках КТ и типовые оценочные материалы:

КТ – 1.

Темы дискуссий, эссе (доклад, сообщение)

Раздел 1 Деятельность человека в обществе

Тема 1. Карьера. Моя будущая профессия.

Think of a job that you think would be very difficult for you to do, and another job that you think would be very easy and the most enjoyable. Talk about the professional skills and personal qualities that are necessary for both jobs.

Is it easy to choose your future profession?

What attracts you in your future profession?

Can you check whether your choice of the profession is right?

What should you do to achieve your ambitions?

Тема 2. Личностные качества и имидж.

Some people try different fashions to express their personality (dye their hair green, pierce their tongue or nose, wear torn jeans, etc.). But sometimes it may not be accepted by other people. What is acceptable for you and what isn't? What kind of clothes do you prefer?

Do you agree that people who look different are strange?

Is it a good idea to look like your friends?

Do you try to follow the latest fashion? Why/ Why not?

Do people nowadays make clothes themselves? Why/ Why not?

Тема 3. Информационная среда.

Imagine you are being interviewed by a journalist of a radio programme for young people about young people. The journalist asks different questions in order to find out what worries and what interests' people of your age. Touch on the following topics:

interests and hobbies;

future career;

style of clothes young people prefer;

other issues young people are concerned about, etc.

Тема 4. Известные люди.

You are given a chance to meet a famous person. Whom would you like to meet? Explain why you would choose this particular person, what his or her features you find most attractive and what topics you are going to discuss with him/her.

Are geniuses born or trained?

Would you like to be popular and famous?

Who is your favorite actor (singer, artist, composer)?

What do you do to achieve the aim of your life?

Тестовые задания

Choose the correct answer:

1 A new office _____ now in the city centre.

a) has built b) building c) is building d) is being built

2 You _____ use mobile phone in here. It is not allowed.

- a) mustn't b) don't have to c) don't need d) couldn't
- 3 _____ profit is always calculated without deducting taxes and other charges.
a) Full b) Net c) Whole d) Gross
- 4 _____ have to evaluate the risks involved in setting up a business.
a) suppliers b) entrepreneurs c) regulators d) customers
- 5 _____ our back-office work to an overseas supplier would definitely be cheaper.
a) Outsourcing b) Downsizing c) Appointing d) Locating
- 6 ComSoft has agreed to _____ us with the latest software .
a) offer b) deliver c) supply d) sell
- 7 Since 2003, bosses _____ slow to handle this problem.
a) have been b) were c) are being d) are
- 8 Can you fill in this _____ form?
a) apply b) applicant c) application d) applied
- 9 The person at the door, _____ greeted you, is the HR manager.
a) who b) what c) where d) which
- 10 Cost-cutting and outsourcing will be the main focus of our _____ in the coming year.
a) process b) objective c) strategy d) outlook
- 11 If we _____ him, we wouldn't have got an answer.
a) haven't asked b) hadn't asked c) asked d) ask
- 12 Would you be interested _____ joining us for a drink.
a) for b) with c) in d) to
- 13 You _____ come if you don't want to. It isn't obligatory.
a) don't have to b) mustn't c) ought to d) might not
- 14 She _____ if he'd ever been to Spain.
a) said b) told c) told me d) asked
- 15 If we use low-paid overseas workers we'd cut our _____ dramatically.
a) profit b) costs c) margins d) income
- 16 Using cheaper components could result in considerable _____.
a) winnings b) savings c) reductions d) decreases
- 17 _____ like rent are still taking up too much of our budget.
a) Investments b) Overheads c) Earnings d) Taxes
- 18 Most member state of the EU have adopted the Euro as the single _____.
a) currency b) money c) cash d) exchange
- 19 He is leaving the company _____ they wouldn't promote him.
a) because b) so that c) in order to d) that means that
- 20 The company was set _____ ten years ago.
a) on b) up c) in d) off

КТ – 2.

Темы дискуссий, эссе (доклад, сообщение)

Раздел 2 Первые деловые контакты

Тема 5. Деловые поездки. УК-4.4.; УК-4.6.

1. «My first business trip»

Describe your (real or imaginary) first business trip: where you went, why, and what you did. Share your feelings (excitement, joy, slight worry).

Key words: trip, business meeting, hotel, airport, colleague.

2. «How to prepare for a business trip»

Make a short plan for preparing for a business trip. What do you need to do before leaving (buy tickets, book a hotel, pack documents)?

Key words: prepare, ticket, hotel reservation, passport, suitcase.

3. «The best way to travel on business: plane, train or car?»

Compare different types of transport for business trips. Which is faster? More comfortable? Cheaper? Give 1–2 pros and cons for each.

Key words: plane, train, car, fast, comfortable, expensive, journey.

4. «A day in the life of a business traveler»

Describe a typical day for someone on a business trip: what time they wake up, where they have breakfast, what meetings they attend, and what they do in the evening.

Key words: wake up, breakfast, meeting, office, dinner, hotel room, check-in, check-out.

5. «Why business trips are useful»

Discuss how business trips benefit companies and employees. For example: making new contacts, sharing experience, closing deals.

Key words: useful, contacts, experience, meeting people, work, company, success.

6. «Problems during a business trip and how to solve them»

Name 1–2 possible problems during a trip (missing a flight, losing documents) and suggest simple solutions.

Key words: problem, flight, late, lost, passport, help, airport, reception, ask for help.

7. «Staying in a hotel: what i like and don't like»

Share your impressions of staying in a hotel during a business trip. What do you like (breakfast, wi-fi, cleanliness)? What could be better?

Key words: hotel, room, breakfast, wi-fi, clean, comfortable, service, staff.

8. «Business meeting in another country: cultural tips»

Think about why it's important to know the cultural features of the country you're visiting for work. Give 1–2 simple examples (e.g., handshake, punctuality).

Key words: country, culture, meeting, handshake, time, polite, tradition, respect.

9. «What to pack for a 3-day business trip»

Make a list of things to take on a short 3-day trip. Divide into categories: clothes, documents, tech.

Key words: pack, clothes, shirt, trousers, jacket, laptop, documents, charger, toothbrush, toiletries.

10. «Using english on a business trip»

Explain why knowing english is important for business trips, even if you're not going to an english-speaking country. Give examples of situations (at the airport, in a meeting, at the hotel).

Key words: english, language, airport, meeting, hotel, talk, understand, communication, ask questions.

Тема 6. Организация рабочего дня и процессов. УК-4.4.; УК-4.6.

1. My perfect working day.

Describe what your ideal day at work or study looks like. What time do you start? What tasks do you do? When do you take breaks?

Key words: start/finish time, tasks, break, lunch, feel productive.

2. Why is planning your day important?

Explain 2–3 reasons why planning is useful. Give a simple example from your life.

Key words: plan, save time, don't forget, feel organized, less stress.

3. The best way to make a to-do list.

Talk about how you can write a to-do list. Should you write big tasks or small steps?

Should you put a time next to each task?

Key words: to-do list, tasks, important, time, cross out.

4. How I prioritize my tasks.

Choose one method you use (or would like to use): doing the hardest task first, doing quick tasks first, or doing things by their deadline. Explain why this method is good.

Key words: prioritize, important, deadline, hard/easy task, first/next.

5. My workspace: tidy or messy?

Describe your desk or study area. Is it tidy or messy? Why? Do you think a tidy space helps you work better?

Key words: desk, tidy/clean, messy/untidy, books, papers, computer, help me focus.

6. Breaks: are they a waste of time?

Discuss if short breaks during work are helpful or not. Say how long your ideal break is and what you like to do during it.

Key words: break, rest, five minutes, get up, walk, feel fresh, work better.

7. Morning routine: how it helps start the day well.

Write about your morning habits before work or school. Do you make your bed? Do exercises? Eat breakfast? Explain how this helps you.

Key words: morning routine, wake up, get up, wash, breakfast, feel ready for the day.

8. Digital or paper planner: which is better?

Compare using a phone app (digital planner) and a paper notebook (paper planner) for organizing your time. What are the pros and cons of each?

Key words: digital planner, app, paper planner, notebook, easy to use, can break, always with me.

9. How to avoid distractions at work.

Name 1–2 common distractions (e.g., phone, social media, noise) and give a simple tip on how to avoid them.

Key words: distraction, phone, social media, turn off, quiet place, focus on work.

10. One change that could make my workday better.

Outline: Think about your typical day. What is one small change you could make to work more efficiently or feel less tired? (For example: wake up 30 minutes earlier, organize my desk every evening, plan the next day before I finish work).

Key words: change, more efficient, less tired, organize, plan, wake up earlier, feel better.

Тема 7. Культура коммуникации. УК-4.4.; УК-4.6.

1. How to be polite in everyday life.

Name 3–4 common polite words or phrases (e.g., please, thank you, excuse me, sorry) and say in which situations you use them.

Key words: polite, please, thank you, excuse me, sorry, say hello, smile.

2. Greetings around the world.

Describe how people greet each other in our country (handshake, hug, kiss, bow). Then compare it with one other country you know about.

Key words: greet, say hello, handshake, hug, bow, kiss on the cheek, smile, in my country

3. What to say when you meet someone new.

Write a short dialogue for a first meeting. Include a greeting, introducing yourself, and a friendly question.

Key words: meet, first time, Hello, I'm..., Nice to meet you, Where are you from?, What do you do?

4. Politeness at work.

Talk about polite behavior with colleagues. Should you say please and thank you to them? Is it important to be on time?

Key words: teacher, boss, colleague, please, thank you, be on time, listen carefully, ask questions, respect.

5. Phone etiquette: how to talk on the phone politely.

Give 2–3 rules for polite phone conversations (e.g., start with a greeting, speak clearly, say thank you at the end).

Key words: phone call, hello, speaking, could I speak to...?, speak clearly, thank you, goodbye.

6. Is it polite to give opinions?

Discuss when it's okay to share your opinion (e.g., "I don't like this movie") and when it's better to be careful. How can you say "no" politely?

Key words: opinion, I think..., In my opinion..., I'm sorry, but I can't..., Maybe another time, be honest, be kind.

7. Body language: what does it tell us?

Talk about 2–3 common gestures or body signals (smile, eye contact, crossed arms) and what they mean. Are they the same in all countries?

Key words: body language, smile, eye contact, nod, shake head, crossed arms, friendly, rude, in my culture.

8. Social media and politeness.

Is it important to be polite online? Should you say thank you for a message or a like? How can you disagree with someone without being rude in comments?

Key words: social media, online, message, comment, thank you, be kind, disagree, I see your point, but..., don't shout (write in capitals).

9. Cultural differences: what surprised you?

Think about a custom from another country that seemed strange or interesting to you (e.g., removing shoes before entering a house, gift-giving rules). Why was it different from our culture?

Key words: culture, custom, tradition, different, same, surprised, interesting, polite, impolite.

10. How to end a conversation politely.

Write 3–4 phrases you can use to say goodbye in a friendly way. When is it okay to end a conversation? Give an example situation.

Key words: end a conversation, It was nice talking to you, see you later, have a good day!, I need to go now, goodbye, smile.

Тема 8. Основы делового общения. УК-4.4.; УК-4.5.; УК-4.6.

1. «How to greet people at work»

Describe how to greet colleagues and visitors in a business setting. Write 3–4 greeting phrases (e.g., for morning, for a visitor, for a phone call).

Key words: greet, hello, good morning, welcome, office, colleague, visitor.

2. «Writing a simple business email»

Explain the basic structure of a short business email (greeting, main message, closing).

Write a 4–5 sentence email asking for information about a meeting.

Key words: email, subject, greeting, message, ask, question, closing, thank you.

3. «Polite requests: How to ask for things»

Give 3–4 examples of polite ways to ask for help or information at work (e.g., “Can you...?”, “Could you...?”). Use simple situations.

Key words: polite, ask, request, help, please, can you, could you, would you.

4. «Answering the office phone»

Imagine you answer the office phone. What 3–4 sentences do you say? Write a short dialogue between the caller and you.

Key words: phone, answer, hello, this is «company», may I help you?, hold on.

5. «Saying ‘thank you’ and ‘sorry’ at work»

Write 2–3 sentences for thanking a colleague and 2–3 sentences for apologizing (e.g., for being late).

Key words: thank you, thanks, appreciate, sorry, apologize, late, mistake, forgive.

6. «Introducing yourself and others»

Prepare a short self-introduction (name, job, company) and a sentence to introduce a colleague to a visitor.

Key words: introduce, my name is, I work as, this is [name], meet, colleague, visitor.

7. «Making appointments: How to schedule a meeting»

Write a short email or dialogue to schedule a meeting. Include the day, time, and place. Use phrases like “Can we meet...?” or “Let’s meet...”.

Key words: appointment, meeting, schedule, date, time, place, can we meet, let’s meet.

8. «Giving simple instructions at work»

Think of a simple task (e.g., print a document, send an email). Write 3–4 short instructions for a colleague.

Key words: instruction, please, do this, first, then, after that, print, send, check.

9. «Communication tools: Email vs. phone vs. face-to-face»

Compare three ways to communicate at work. When is it better to send an email? When to call? When to talk in person? Give one simple reason for each.

Key words: communication, email, phone, face-to-face, quick, important, clear, message, call.

10. «A short work conversation: asking for information»

Write a 6–8 line dialogue where you ask a colleague for information (e.g., about a project deadline or a document location). Be polite and clear.

Key words: information, where is, when is, deadline, document, file, please, thank you.

Тестовые задания

Choose the correct answer:

1. In ... of a newspaper a person can find various information presented in articles and comments.
a. an issue b. a soap opera
c. a quiz d. the weather forecast
2. ... is a newspaper that is published every day of the week except Sunday.
a. An edition b. A feature
c. An obituary d. A daily
3. A ... is a television station and all the programmes that it broadcasts.
a. current event b. remote control
c. channel d. canal
4. A magazine that appears once a week is a
a. weekly b. daily
c. monthly d. tabloid
5. A ... is a popular serial about daily lives and relationships of the same drop of people.
a. documentary film b. soap opera
c. historical film d. cartoon
6. Television ... us informed about the ... events at home and abroad.
a. keeping, recent b. keeps, recent
c. keeps, recently d. keeping, recently
7. ... is that sitting over there in the corner?
a. Who b. Whom c. Which
8. I don't understand a word ... you are talking about.
a. what b. that c. who
9. They have a very large house round ... there are some lovely gardens.
a. That b. which c. whose
10. I'm looking at the photograph ... you sent me with your letter.
a. Which b. who c. whom
11. What time ... work on Monday?
a. do you finish b. will you finish c. are you going to finish
12. ... this weekend?
a. Do you go out b. Will you go out c. Are you going out
13. I'm sorry I made you so angry. I ... it again
a. won't do b. 'm not going to do c. 'm not doing
14. It's really hot. ... the window, please?
a. Are you going to open b. Will you open c. Do you open
15. I don't think I ... come tomorrow.

- a. 'm being able to b. am able to c. will be able to

5.5. При выполнении проверочных и контрольных заданий обучающимся разрешается использовать следующие дополнительные материалы и оборудование — в зависимости от типа задания:

1. Письменные работы (сочинения, эссе, переводы, заполнение пропусков): двуязычный словарь (бумажный или электронный) — для уточнения значений незнакомых слов и подбора эквивалентов; тезаурус/словарь синонимов (по необходимости) — для обогащения лексики и избегания повторов.

2. Задания на чтение и анализ текста: электронный словарь или приложение-переводчик (при работе с цифровым текстом) — для мгновенного поиска значений. Использование онлайн-переводчиков полностью или построчно при выполнении письменных творческих работ (эссе, сочинения) не разрешается — допускается только поиск отдельных слов и выражений.

6. Формы промежуточной аттестации, критерии и шкала оценивания, типовые оценочные материалы по дисциплине

6.1. Промежуточная аттестация проводится в форме зачета/зачета с оценкой. Промежуточная аттестация (зачет, зачет с оценкой) может проводиться в двух основных формах – письменной и устной. Обучающийся получает зачётный билет с вариантами заданий, чистые маркированные листы бумаги для записей решения заданий, затем приступает к решению.

Промежуточная аттестация в письменной форме предполагает её проведение в виде выполнения в виде тестовых заданий, перевода. Необходимо дать ответ в письменном виде, подробно изложив ход решения, при необходимости завершить решение выводами.

Промежуточная аттестация в устной форме предполагает её проведение в виде: индивидуального или перекрестного устного опроса по вопросам из перечня, определяемого рабочей программой дисциплины (дискуссия / эссе, доклад, сообщение).

6.2. Типовые оценочные материалы промежуточной аттестации.

Типовые проверочные задания для самоподготовки обучающегося к промежуточной аттестации:

Раздел 1 Деятельность человека в обществе

Тема 1. Карьера. Моя будущая профессия. УК-4.4.; УК-4.6.

Задание открытого типа:

Прочитайте текст задания и запишите развернутый обоснованный ответ:

Generally, it's not easy for a school-leaver to decide on their future career. There are some frivolous people who enter an institute thinking whether they like the profession they had chosen or not. But the occupation you want to devote your life to has to bring you satisfaction. So it should be something you can do and you really want to.

I decided to enter the department of public administration and qualify as a public manager. This is an important profession in our country. I think it is a meaningful career path. Public managers are supposed to work with people and organizations, to improve public services, and to help solve community problems.

Our country is going through a difficult period now. Economic changes don't lead everyone to success. A lot of people face challenges in their daily lives. There are winners and losers. Public managers have to find effective solutions, make smart decisions, and help improve people's lives through better governance. I understand the difficulties of this profession. But I believe this specialty is really needed, and I hope that I can contribute to positive changes in society. Isn't that enough to be satisfied with your job?

Answer the questions:

What main reasons does the author give for choosing public management as a career? List and briefly explain 3–4 reasons, quoting short phrases from the text (1–2 sentences per reason).

Do you agree with the author's view that helping others and contributing to society is a key factor in job satisfaction? Give two arguments for or against this idea. You may refer to the text, real-life examples, or personal experience.

Задание комбинированного типа:

Прочитайте и переведите текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор:

Generally, it's not easy for a school-leaver to decide on their future career. There are some frivolous people who enter an institute thinking whether they like the profession they had chosen or not. But the occupation you want to devote your life to has to bring you satisfaction. So it should be something you can do and you really want to.

I decided to enter the department of public administration and qualify as a public manager. This is an important profession in our country. I think it is a meaningful career path. Public managers are supposed to work with people and organizations, to improve public services, and to help solve community problems.

Our country is going through a difficult period now. Economic changes don't lead everyone to success. A lot of people face challenges in their daily lives. There are winners and losers. Public managers have to find effective solutions, make smart decisions, and help improve people's lives through better governance. I understand the difficulties of this profession. But I believe this specialty is really needed, and I hope that I can contribute to positive changes in society. Isn't that enough to be satisfied with your job?

Answer the question:

1. Read the text and choose the correct answer (A, B or B).

The author wants to become a public manager. Why does he/she think this job is important?

- A) Because public managers work only with numbers and documents.
 Б) Because public managers help improve people’s lives and solve community problems.
 В) Because public managers don’t have any difficulties at work.

2. Justify your choice.

Write 2–3 sentences (20–40 words) to explain why you chose this answer. Use the words because and and. Find and copy one phrase from the text to support your answer.

Keys: 1.Б) Because public managers help improve people’s lives and solve community problems.

2. В) I choose answer В because public managers work with people and help them. They also find solutions for community problems, and this makes society better. The text says: “Public managers are supposed to work with people and organizations, to improve public services, and to help solve community problems.”

Задания закрытого типа:

Прочитайте текст и установите соответствие:

In our modern fast paced world there are plenty of new interesting and socially important professions. Today there are thousands of different kinds of jobs, and new ones are constantly appearing. Match the occupation in left column with the job description in right column. There is two statement you don’t have to use.

К каждой позиции данной в левом столбце, подберите соответствующую позицию из правого столбца:

<i>description</i>	<i>professions</i>
1. Someone who reports the news for a newspaper, a magazine, a TV show or a radio show.	A. a lawyer
2. Someone who gives people legal advice.	Б. a student
3. Someone whose job is to build or repare houses.	В. a cleaner
4. Someone who works in films or in a theatre.	Г. a builder
5. Someone whose job is to clean the rooms in a building.	Д. a cook
	Е. a journalist
	Ж. an actor

Запишите выбранные буквы под соответствующими цифрами:

1	2	3	4	5

Keys: 1Е.2А.3Г.4Ж.5В

Тема 2. Личностные качества и имидж. УК-4.4.; УК-4.6.

Задание открытого типа:

Прочитайте текст задания и запишите развернутый обоснованный ответ:

To begin with, I want to say that our appearance is just as important as our intelligence and inner world. There is even a proverb that «Clothes make the man». I couldn't say better! If you want my opinion, clothes are our mood, comfort and philosophy (attitude to life).

The way people dress depends on their taste and character and also on the season and occasion. There are many style of clothes: casual, classic, sport, traditional, romantic, ethnic, vintage, chic, exotic and others. To my mind, we shouldn't stop on any particular style because each of them is good in different situations. That's why I prefer casual style, but sometimes can wear sport or ethnic outfits (for example when I travel abroad).

I'm absolutely convinced that clothes should be comfortable. For me, it's the most important feature of any piece of clothing. Because I want to be able to walk, work or relax in it. I don't understand those people who buy inconvenient clothes that just look smart. That's not reasonable and practical, I consider.

Answer the questions:

Which clothing styles are mentioned in the text? Make a list (4–5 styles) and briefly explain in which situations the author might wear each of them (1 sentence per style).

Задание комбинированного типа:

Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор:

To begin with, I want to say that our appearance is just as important as our intelligence and inner world. There is even a proverb that «Clothes make the man». I couldn't say better! If you want my opinion, clothes are our mood, comfort and philosophy (attitude to life).

The way people dress depends on their taste and character and also on the season and occasion. There are many style of clothes: casual, classic, sport, traditional, romantic, ethnic, vintage, chic, exotic and others. To my mind, we shouldn't stop on any particular style because each of them is good in different situations. That's why I prefer casual style, but sometimes can wear sport or ethnic outfits (for example when I travel abroad).

I'm absolutely convinced that clothes should be comfortable. For me, it's the most important feature of any piece of clothing. Because I want to be able to walk, work or relax in it. I don't understand those people who buy inconvenient clothes that just look smart. That's not reasonable and practical, I consider.

Answer the question:

What is the author's main point about appearance?

- A) Appearance is less important than inner qualities.
- Б) Appearance is just as important as intelligence and the inner world.
- B) Appearance doesn't matter at all.
- Г) Appearance is the only thing that matters.

Keys: Б. Our appearance is just as important as our intelligence and inner world.

Задания закрытого типа:

Прочитайте и переведите текст и установите соответствие:

To begin with, I want to say that our appearance is just as important as our intelligence and inner world. There is even a proverb that «Clothes make the man». I couldn't say better! If you want my opinion, clothes are our mood, comfort and philosophy (attitude to life).

The way people dress depends on their taste and character and also on the season and occasion. There are many styles of clothes: casual, classic, sport, traditional, romantic, ethnic, vintage, chic, exotic and others. To my mind, we shouldn't stop on any particular style because each of them is good in different situations. That's why I prefer casual style, but sometimes can wear sport or ethnic outfits (for example when I travel abroad).

I'm absolutely convinced that clothes should be comfortable. For me, it's the most important feature of any piece of clothing. Because I want to be able to walk, work or relax in it. I don't understand those people who buy inconvenient clothes that just look smart. That's not reasonable and practical, I consider.

Answer the question:

What factors influence the way people dress, according to the author?

- A) Only personal taste.
- Б) Only the weather.
- В) Personal taste, character, season, and occasion.
- Г) The opinions of friends and family.

Keys: В. Personal taste, character, season, and occasion.

Тема 3. Информационная среда. УК-4.4.; УК-4.6.

Задание открытого типа:

Прочитайте текст задания и запишите развернутый обоснованный ответ:

Modern world is full of information of various kinds which sometimes is even more valuable than money. Mass media (the press, radio, television and Internet) have a very big impact on modern society. They serve to inform people of different events, educate, entertain and give us any kinds of information. Complete and accurate information is very important to get nowadays. The press still remains one of the most powerful kinds of mass media. One can find daily, weekly and monthly newspapers and magazines on different topics such as fashion, sport, children, politics, economy and others.

I prefer getting news from the Internet. Television plays a big role in our society too and a lot of people prefer watching television to reading a newspaper. Television provides a great opportunity for people to learn latest news, watch educational programmes, children's programmes, old and new films and soap operas on TV. I think that it is

impossible to live without television, even though the Internet, I am sure, will replace it one day in future.

Answer the questions:

What role do mass media play in modern society according to the text? Describe their main types, functions, and the author's view on the future of television and the Internet.

Задание комбинированного типа:

Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор, переведите ваш ответ:

Modern world is full of information of various kinds which sometimes is even more valuable than money. Mass media (the press, radio, television and Internet) have a very big impact on modern society. They serve to inform people of different events, educate, entertain and give us any kinds of information. Complete and accurate information is very important to get nowadays. The press still remains one of the most powerful kinds of mass media. One can find daily, weekly and monthly newspapers and magazines on different topics such as fashion, sport, children, politics, economy and others.

I prefer getting news from the Internet. Television plays a big role in our society too and a lot of people prefer watching television to reading a newspaper. Television provides a great opportunity for people to learn latest news, watch educational programmes, children's programmes, old and new films and soap operas on TV. I think that it is impossible to live without television, even though the Internet, I am sure, will replace it one day in future.

Read the text and choose the correct answer (A, B, C or D). Briefly justify your choice by citing a quote from the text (1–2 sentences).

Answer the questions:

Where does the author personally prefer to get news from?

- A) Television.
- Б) Newspapers.
- B) The Internet.
- Г) Radio.

Keys: B. I prefer getting news from the Internet.

Задание закрытого типа:

Прочитайте текст, выберите правильный ответ:

Modern world is full of information of various kinds which sometimes is even more valuable than money. Mass media (the press, radio, television and Internet) have a very big impact on modern society. They serve to inform people of different events, educate, entertain and give us any kinds of information. Complete and accurate information is very important to get nowadays. The press still remains one of the most powerful kinds of mass media. One can find daily, weekly and monthly newspapers and magazines on different topics such as fashion, sport, children, politics, economy and others.

I prefer getting news from the Internet. Television plays a big role in our society too and a lot of people prefer watching television to reading a newspaper. Television provides a great opportunity for people to learn latest news, watch educational programmes, children's programmes, old and new films and soap operas on TV. I think that it is impossible to live without television, even though the Internet, I am sure, will replace it one day in future.

Answer the questions:

What kind of TV content is not mentioned in the text?

- A) Educational programmes.
- Б) Children's programmes.
- В) News.
- Г) Video games.

Keys: Г

Тема 4. Известные люди. УК-4.4.; УК-4.6.

Задание открытого типа:

Прочитайте текст задания и запишите развернутый обоснованный ответ:

Catherine II «the Great» (1729–1796), known as an «enlightened monarch», shaped Russia's destiny like few others, except Peter the Great.

Born Sophie Augusta Fredericka, a German princess, she married Peter III of Russia and became Catherine after accepting the Russian Orthodox faith. The marriage failed, and in 1762, after Peter's abdication and death, she became Empress.

In 1785, Catherine issued a charter freeing nobles from service and taxes, making noble status hereditary, and giving them control over serfs and lands. She «westernized» Russia and introduced reforms after the 1773 peasant revolt led by Yemelyan Pugachev: she modernized agriculture and industry, supported foreign investment, encouraged education, and gave equal rights to Muslims, including the right to build mosques.

Catherine strengthened Russia's power: after the Russo-Turkish War (1768–1774), she annexed the Crimea in 1783 and added 518,000 sq km to Russian territory. She also encouraged colonization of Alaska.

A patron of arts and education, Catherine founded the Smolny Institute and started the Hermitage Museum. Writers like Gavril Derzhavin flourished under her support. However, she used censorship — for example, she exiled Radishchev to Siberia in 1790 for his book *Journey from St. Petersburg to Moscow*.

She died on November 5, 1796, and was buried in Saint Petersburg.

Answer the questions:

Write 4–6 sentences in English to answer these questions:

Who was Catherine II? (Write 1 sentence.) What are two good things she did for Russia? (Write 2 sentences. Use the word and.)

What is one difficult or negative thing that happened during her rule? (Write 1 sentence.)

Use the word but.)

Do you think Catherine II was a strong leader? Why or why not? (Write 1–2 sentences. Use the word because.)

Задание комбинированного типа:

Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор, переведите ваш ответ:

Catherine II «the Great» (1729–1796), known as an «enlightened monarch», shaped Russia’s destiny like few others, except Peter the Great.

Born Sophie Augusta Fredericka, a German princess, she married Peter III of Russia and became Catherine after accepting the Russian Orthodox faith. The marriage failed, and in 1762, after Peter’s abdication and death, she became Empress.

In 1785, Catherine issued a charter freeing nobles from service and taxes, making noble status hereditary, and giving them control over serfs and lands. She «westernized» Russia and introduced reforms after the 1773 peasant revolt led by Yemelyan Pugachev: she modernized agriculture and industry, supported foreign investment, encouraged education, and gave equal rights to Muslims, including the right to build mosques.

Catherine strengthened Russia’s power: after the Russo-Turkish War (1768–1774), she annexed the Crimea in 1783 and added 518,000 sq km to Russian territory. She also encouraged colonization of Alaska.

A patron of arts and education, Catherine founded the Smolny Institute and started the Hermitage Museum. Writers like Gavriila Derzhavin flourished under her support. However, she used censorship — for example, she exiled Radishchev to Siberia in 1790 for his book Journey from St. Petersburg to Moscow.

She died on November 5, 1796, and was buried in Saint Petersburg.

Answer the questions:

Read the text and choose the correct answers (A, B or B) for questions 1–4.

For each answer you chose, write 1 sentence (10–20 words) explaining why it is correct. Use the phrase because and copy one short phrase from the text as proof.

What was Catherine II’s original name?

- A) Catherine the Great
- B) Sophie Augusta Fredericka
- B) Maria Theresa

When did Catherine become Empress?

- A) In 1762
- B) In 1785
- B) In 1773

What did Catherine do for education?

- A) She closed all schools.
- B) She encouraged education and founded the Smolny Institute.
- B) She only helped universities in Moscow.

What happened to Radishchev?

- A) He became a minister.

- Б) He moved to France.
- В) He was exiled to Siberia.

- Keys: 1 — Б, “Born Sophie Augusta Fredericka”.
 2 — А, “in 1762 ... she became Empress”.
 3 — Б, “she encouraged education and founded the Smolny Institute”.
 4 — В “she exiled Radishchev to Siberia”.

Задания закрытого типа:

Прочитайте текст и установите соответствие:

Catherine II «the Great» (1729–1796), known as an «enlightened monarch», shaped Russia’s destiny like few others, except Peter the Great.

Born Sophie Augusta Fredericka, a German princess, she married Peter III of Russia and became Catherine after accepting the Russian Orthodox faith. The marriage failed, and in 1762, after Peter’s abdication and death, she became Empress.

In 1785, Catherine issued a charter freeing nobles from service and taxes, making noble status hereditary, and giving them control over serfs and lands. She «westernized» Russia and introduced reforms after the 1773 peasant revolt led by Yemelyan Pugachev: she modernized agriculture and industry, supported foreign investment, encouraged education, and gave equal rights to Muslims, including the right to build mosques.

Catherine strengthened Russia’s power: after the Russo-Turkish War (1768–1774), she annexed the Crimea in 1783 and added 518,000 sq km to Russian territory. She also encouraged colonization of Alaska.

A patron of arts and education, Catherine founded the Smolny Institute and started the Hermitage Museum. Writers like Gavriila Derzhavin flourished under her support. However, she used censorship — for example, she exiled Radishchev to Siberia in 1790 for his book Journey from St. Petersburg to Moscow.

She died on November 5, 1796, and was buried in Saint Petersburg.

Answer the questions:

Match each item in the left column with the corresponding item in the right column:

1. What was Catherine’s original name?	A) In 1762
2. When did Catherine become Empress?	Б) In Saint Petersburg
3. What did Catherine found?	В) Sophie Augusta Fredericka
4. Where was Catherine buried?	Г) The Smolny Institute and the Hermitage Museum
5. What happened to Radishchev?	Д) He was exiled to Siberia
6. What territory did Catherine annex in 1783?	Е) The Crimea

Keys: 1 — В, 2 — А, 3 — Г, 4 — Б, 5 — Д, 6 — Е

Раздел 2 Первые деловые контакты

Тема 5. Деловые поездки. УК-4.4.; УК-4.6.

Задание открытого типа:

Прочитайте текст задания и запишите развернутый обоснованный ответ:

One of the best things about travelling is the opportunity to make memories that will stay with you forever. From scenic hikes and beautiful landscapes to trying new foods and experiencing local festivals, every destination has something unique to offer. Moreover, travelling allows us to step out of our comfort zones and try things we may not have considered before.

Another benefit of travelling is the chance to meet different people from around the world. You can make new friends, hear about their experiences and learn about their cultures. It also broadens our understanding of different languages and customs, which can lead to increased tolerance and empathy for others.

Travelling can be a way to take a break from the daily grind and to recharge your batteries. It's a chance to disconnect from social media and take a break from the constant stimulation of modern life. Whether it's a relaxation trip to the beach or a rural retreat to the countryside, travelling gives us the opportunity to take a break and clear our minds.

Answer the question:

What are the main benefits of travelling according to the text? Describe at least three advantages and support each with a relevant detail from the passage.

Задание комбинированного типа:

Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор, переведите ваш ответ:

One of the best things about travelling is the opportunity to make memories that will stay with you forever. From scenic hikes and beautiful landscapes to trying new foods and experiencing local festivals, every destination has something unique to offer. Moreover, travelling allows us to step out of our comfort zones and try things we may not have considered before.

Another benefit of travelling is the chance to meet different people from around the world. You can make new friends, hear about their experiences and learn about their cultures. It also broadens our understanding of different languages and customs, which can lead to increased tolerance and empathy for others.

Travelling can be a way to take a break from the daily grind and to recharge your batteries. It's a chance to disconnect from social media and take a break from the constant stimulation of modern life. Whether it's a relaxation trip to the beach or a rural retreat to the countryside, travelling gives us the opportunity to take a break and clear our minds.

Answer the question:

Why is travelling described as a way to «recharge your batteries»?

A) Because it requires physical exercise.

Б) Because it gives you a break from daily routine and modern-life stimulation.

- B) Because it involves using electronic devices more.
- Г) Because it forces you to work harder.

Keys: Б. It's a chance to disconnect from social media and take a break from the constant stimulation of modern life.

Задания закрытого типа:

Прочитайте текст и установите соответствие:

A. One of the best things about travelling is the opportunity to make memories that will stay with you forever. From scenic hikes and beautiful landscapes to trying new foods and experiencing local festivals, every destination has something unique to offer. Moreover, travelling allows us to step out of our comfort zones and try things we may not have considered before.

B. Another benefit of travelling is the chance to meet different people from around the world. You can make new friends, hear about their experiences and learn about their cultures. It also broadens our understanding of different languages and customs, which can lead to increased tolerance and empathy for others.

B. Travelling can be a way to take a break from the daily grind and to recharge your batteries. It's a chance to disconnect from social media and take a break from the constant stimulation of modern life. Whether it's a relaxation trip to the beach or a rural retreat to the countryside, travelling gives us the opportunity to take a break and clear our minds.

Read the text and match the statements (1–5) with the paragraphs (A–B). One paragraph may correspond to more than one statement.

1. Travelling helps broaden cultural understanding and develop empathy.
2. Trips allow you to create unforgettable memories and try new experiences.
3. A journey can be a chance to relax and disconnect from everyday stress.
4. Visiting new places lets you meet people and learn from their stories.
5. Exploring destinations includes enjoying nature, food, and local events.

Keys: 1.Б, 2.А, 3.В, 4.Б, 5. А

Тема 6. Организация рабочего дня и процессов. УК-4.4.; УК-4.6.

Задание открытого типа:

Прочитайте текст задания и запишите развернутый обоснованный ответ:

Some people are able to organize their time, others never have time for anything and put everything off.

Unfortunately, I personally belong to the second type. Most often, I do all my business at the last moment and get distracted by the information I don't need.

The main thing in the ability to organize your time is to make an action plan and clearly formulate goals. The effectiveness of your activities depends on it.

You also need to be able to set priorities. Make a list of goals for life, the next year,

month, and today. Sort the tasks, starting with the primary ones and ending with the secondary ones.

It is very important not to do several things at the same time. If we don't succeed, we slow down, get nervous and stressed.

You can also set yourself a deadline and complete the task within the allotted time.

But it is important not to overdo it and not to forget about the rest.

Of course, time management makes sense. Over time, people get used to time planning and make progress in achieving their goals.

I hope that will too organize my time.

Answer the question:

Write a short text (100–120 words) describing it. Use the questions below to help you structure your writing:

Do you think time management is important? Why or why not?

Which type of person are you — someone who organizes their time well or someone who leaves things until the last moment? Give one example from your recent week.

What is one simple way to organize your time better? Describe this method in 2–3 steps.

Why can doing several things at the same time be a bad idea? Give one situation when this happened to you.

Why is it important to rest when you are organizing your time? How do you usually rest?

Задание комбинированного типа:

Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор, переведите ваш ответ:

Some people are able to organize their time, others never have time for anything and put everything off.

Unfortunately, I personally belong to the second type. Most often, I do all my business at the last moment and get distracted by the information I don't need.

The main thing in the ability to organize your time is to make an action plan and clearly formulate goals. The effectiveness of your activities depends on it.

You also need to be able to set priorities. Make a list of goals for life, the next year, month, and today. Sort the tasks, starting with the primary ones and ending with the secondary ones.

It is very important not to do several things at the same time. If we don't succeed, we slow down, get nervous and stressed.

You can also set yourself a deadline and complete the task within the allotted time.

But it is important not to overdo it and not to forget about the rest.

Of course, time management makes sense. Over time, people get used to time planning and make progress in achieving their goals.

I hope that will too organize my time.

Read the text and choose the one correct answer (A, B, C or D) for each question. Then

write 1–2 sentences to justify your choice. Use information from the text to support your answer:

1. What type of person is the author?
 - A) Someone who organizes time well.
 - Б) Someone who does things at the last moment.
 - B) Someone who never gets stressed.
 - Г) Someone who always sets deadlines.
2. What is the main thing for organizing time, according to the text?
 - A) Working very fast.
 - Б) Having a lot of free time.
 - B) Making an action plan and setting goals.
 - Г) Doing many things at once.
3. What should you do with tasks after making a list of goals?
 - A) Forget about them.
 - Б) Do them all at the same time.
 - B) Sort them by importance.
 - Г) Give them to someone else.
4. Why is it bad to do many things at the same time?
 - A) It makes you rich.
 - Б) You slow down and get stressed.
 - B) You get more rest.
 - Г) It helps you focus better.
5. What does the author hope for the future?
 - A) To have more distractions.
 - Б) To work without any plans.
 - B) To stop setting goals.
 - Г) To organize his/her time better

Keys: 1. Б. The author says, “Unfortunately, I personally belong to the second type. Most often, I do all my business at the last moment.”

2. Б. The text says, “The main thing in the ability to organize your time is to make an action plan and clearly formulate goals.”

3. Б. The text advises to “Sort the tasks, starting with the primary ones and ending with the secondary ones.”

4. Б. The text explains, “If we don’t succeed (doing one thing at a time), we slow down, get nervous and stressed.”

5. Г. At the end, the author writes, “I hope that I will too organize my time.”

Задания закрытого типа:

Прочитайте текст, выберите правильный ответ:

Some people are able to organize their time, others never have time for anything and put everything off.

Unfortunately, I personally belong to the second type. Most often, I do all my business at the last moment and get distracted by the information I don't need.

The main thing in the ability to organize your time is to make an action plan and clearly formulate goals. The effectiveness of your activities depends on it.

You also need to be able to set priorities. Make a list of goals for life, the next year, month, and today. Sort the tasks, starting with the primary ones and ending with the secondary ones.

It is very important not to do several things at the same time. If we don't succeed, we slow down, get nervous and stressed.

You can also set yourself a deadline and complete the task within the allotted time.

But it is important not to overdo it and not to forget about the rest.

Of course, time management makes sense. Over time, people get used to time planning and make progress in achieving their goals.

I hope that will too organize my time.

Read the text and match the statements (1–6) with the correct explanations (A–Г). Write the letter of the explanation next to the corresponding number.

Statements:	Explanations:
1. The author belongs to people who...	A) ...to finish a task in a certain time.
2. The main thing for organizing time 3. is...	Б) ...slow down and feel stressed.
4. To set priorities means...	В) ...do things at the last moment.
5. Doing many things at once can make you...	Г) ...to make progress in achieving goals.
6. A deadline helps you...	Д) ...to make an action plan and set goals.
7. Time management helps people...	Е) ...to sort tasks from primary to secondary.

Answer key: 1 — В, 2 — Д, 3 — Е, 4 — Б, 5 — А, 6 — Г

Тема 7. Культура коммуникации. УК-4.4.; УК-4.6.

Задание открытого типа:

Прочитайте текст задания и запишите развернутый обоснованный ответ:

Etiquette, the silent language of social interaction, is a crucial guide for individuals in diverse settings. Beyond mere politeness, it embodies the principles of respect, cultural sensitivity, and adaptability.

Etiquette is the manifestation of civility and respect, guiding individuals to interact with consideration for others. Politeness, active listening, and maintaining eye contact contribute to a positive atmosphere, fostering healthy relationships.

Adaptable to diverse cultural contexts, etiquette requires an understanding and appreciation of differences. Acknowledging cultural nuances promotes inclusivity and prevents misunderstandings in social interactions.

Crucial for career success, professional etiquette encompasses punctuality, appropriate dress, and clear communication. It ensures a harmonious workplace environment, fostering collaboration and efficiency.

In the digital age, etiquette extends to online spaces. Netiquette guides respectful online behavior, promoting positive digital communities through mindful communication

and respect for privacy.

Beyond formal settings, social etiquette enhances experiences in various gatherings. Basic table manners, gracious conversation, and consideration for others' preferences demonstrate social graces that contribute to enjoyable interactions.

Etiquette, a timeless concept, is a liberating force that fosters understanding, cooperation, and harmony in human relationships. Embracing etiquette is not a formality but an expression of one's commitment to personal growth and respect for others. As we navigate the complexities of the modern world, let etiquette be our guide, allowing us to express our best selves while honoring the dignity of those around us.

Answer the question:

Write a short text (100–120 words) describing it. Use the questions below to help you structure your writing:

What is etiquette? Why is it important in everyday life?

Name two examples of good etiquette in personal communication. How do these actions help people get along better?

Why is professional etiquette important at work? Give one example of professional etiquette.

What is netiquette? Why do we need it?

Think about a social event you attended. Describe one way you showed good social etiquette there.

Задание комбинированного типа:

Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор, переведите ваш ответ:

Etiquette, the silent language of social interaction, is a crucial guide for individuals in diverse settings. Beyond mere politeness, it embodies the principles of respect, cultural sensitivity, and adaptability.

Etiquette is the manifestation of civility and respect, guiding individuals to interact with consideration for others. Politeness, active listening, and maintaining eye contact contribute to a positive atmosphere, fostering healthy relationships.

Adaptable to diverse cultural contexts, etiquette requires an understanding and appreciation of differences. Acknowledging cultural nuances promotes inclusivity and prevents misunderstandings in social interactions.

Crucial for career success, professional etiquette encompasses punctuality, appropriate dress, and clear communication. It ensures a harmonious workplace environment, fostering collaboration and efficiency.

In the digital age, etiquette extends to online spaces. Netiquette guides respectful online behavior, promoting positive digital communities through mindful communication and respect for privacy.

Beyond formal settings, social etiquette enhances experiences in various gatherings. Basic table manners, gracious conversation, and consideration for others' preferences demonstrate social graces that contribute to enjoyable interactions.

Etiquette, a timeless concept, is a liberating force that fosters understanding, cooperation, and harmony in human relationships. Embracing etiquette is not a formality

but an expression of one's commitment to personal growth and respect for others. As we navigate the complexities of the modern world, let etiquette be our guide, allowing us to express our best selves while honoring the dignity of those around us.

Read the text and choose the one correct answer (A, B, B or Г) for each question. Then write 1–2 sentences to justify your choice. Use information from the text to support your answer:

What does etiquette embody, beyond politeness?

1. A) Shyness and silence.
Б) Respect and cultural sensitivity.
B) Wealth and status.
Г) Strict rules for children.
2. Which action contributes to a positive atmosphere in communication?
A) Interrupting others.
Б) Avoiding eye contact.
B) Active listening.
Г) Speaking very loudly.
3. Why is professional etiquette important at work?
A) It helps to hide mistakes.
Б) It ensures a harmonious workplace.
B) It makes work more difficult.
Г) It is only for managers.
4. What is netiquette?
A) Rules for driving a car.
Б) Polite behavior online.
B) A type of computer game.
Г) A new fashion style.
5. What does social etiquette include?
A) Basic table manners.
Б) Never talking to strangers.
B) Wearing expensive clothes.
Г) Using difficult words.

Answer key: 1. Б. The text says etiquette “embodies the principles of respect, cultural sensitivity, and adaptability.”

2. Б. According to the text, “politeness, active listening, and maintaining eye contact contribute to a positive atmosphere.”

3. Б. The text states that professional etiquette “ensures a harmonious workplace environment.”

4. Б. The text explains that “netiquette guides respectful online behavior.”

5. A. The text mentions that social etiquette includes “basic table manners.”

Задания закрытого типа:

Прочитайте текст, выберите правильные ответы:

Etiquette, the silent language of social interaction, is a crucial guide for individuals

in diverse settings. Beyond mere politeness, it embodies the principles of respect, cultural sensitivity, and adaptability.

Etiquette is the manifestation of civility and respect, guiding individuals to interact with consideration for others. Politeness, active listening, and maintaining eye contact contribute to a positive atmosphere, fostering healthy relationships.

Adaptable to diverse cultural contexts, etiquette requires an understanding and appreciation of differences. Acknowledging cultural nuances promotes inclusivity and prevents misunderstandings in social interactions.

Crucial for career success, professional etiquette encompasses punctuality, appropriate dress, and clear communication. It ensures a harmonious workplace environment, fostering collaboration and efficiency.

In the digital age, etiquette extends to online spaces. Netiquette guides respectful online behavior, promoting positive digital communities through mindful communication and respect for privacy.

Beyond formal settings, social etiquette enhances experiences in various gatherings. Basic table manners, gracious conversation, and consideration for others' preferences demonstrate social graces that contribute to enjoyable interactions.

Etiquette, a timeless concept, is a liberating force that fosters understanding, cooperation, and harmony in human relationships. Embracing etiquette is not a formality but an expression of one's commitment to personal growth and respect for others. As we navigate the complexities of the modern world, let etiquette be our guide, allowing us to express our best selves while honoring the dignity of those around us.

Read the text carefully. Choose all the correct answers (more than one may be correct) for each question. Write down only the letters of the chosen options (A-D):

1. What principles does etiquette embody? Choose three correct answers.

- A) Respect.
- Б) Rudeness.
- В) Cultural sensitivity.
- Г) Adaptability.
- Д) Ignorance.

2. Which actions contribute to a positive atmosphere in communication? Choose two correct answers.

- A) Active listening.
- Б) Interrupting others.
- В) Maintaining eye contact.
- Б) Avoiding people.
- Г) Speaking very loudly.

3. What does professional etiquette include? Choose three correct answers.

- A) Punctuality.
- Б) Being late.
- В) Appropriate dress.
- Г) Clear communication.
- Д) Keeping secrets from colleagues.

Answer key: 1. А В Г; 2. А В; 3. А В Г

Тема 8. Основы делового общения. УК-4.4.; УК-4.5.; УК-4.6.

Задание открытого типа:

Прочитайте текст задания и запишите развернутый обоснованный ответ:

Subject: Invitation to Participate in Sociology Research Study

Dear Nick,

I am writing on behalf of the research group «Exploring» to invite you to participate in our current sociological research project titled «Public Service and Work-Life Balance: Perceptions and Realities among Civil Servants».

The study aims to explore how employees in public administration and government agencies perceive and manage the balance between their professional duties and personal lives. Your insights as a civil servant would be highly valuable to our analysis.

Participation involves:

completing a short online survey (approx. 10–15 minutes);

optionally, a brief follow-up interview (20 minutes) to discuss your experiences in more detail.

All data will be kept strictly confidential and used only for academic purposes. Your identity and any sensitive information will remain anonymous in all reports and publications.

Please confirm your interest by 15/02/26 or contact me at for further details.

Thank you for considering this invitation. We believe your contribution will help improve work conditions and support systems for civil servants in urban areas.

*Best regards, Elena V. Petrova
Research Coordinator
«Exploring» Research Group*

Answer the question:

Analyze the document and determine the type of business letter. Write 2–3 sentences to explain why you chose this answer.

Задание комбинированного типа:

Прочитайте и переведите текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор:

Subject: Invitation to Participate in Sociology Research Study

Dear Nick,

I am writing on behalf of the research group «Exploring» to invite you to participate in our current sociological research project titled «Public Service and Work-Life Balance: Perceptions and Realities among Civil Servants».

The study aims to explore how employees in public administration and government agencies perceive and manage the balance between their professional duties and personal lives. Your insights as a civil servant would be highly valuable to our analysis.

Participation involves:

completing a short online survey (approx. 10–15 minutes);

optionally, a brief follow-up interview (20 minutes) to discuss your experiences in more detail.

All data will be kept strictly confidential and used only for academic purposes. Your identity

and any sensitive information will remain anonymous in all reports and publications.

Please confirm your interest by 15/02/26 or contact me at for further details.

Thank you for considering this invitation. We believe your contribution will help improve work conditions and support systems for civil servants in urban areas.

*Best regards, Elena V. Petrova
Research Coordinator
«Exploring» Research Group*

Read the text below, choose the correct answer from the options provided, and write a justification (2–3 sentences) explaining your choice.

Answer the question:

1. What is the main purpose of this email?

A) To offer a new job position

Б) To promote an online survey tool

В) To request information about remote work trends

Г) To complain about data collection methods

Д) To invite the recipient to take part in a sociological study

2. How long is the online survey expected to take?

A) 5–7 minutes

Б) 10–15 minutes

В) 20–25 minutes

Г) 30–40 minutes

Д) More than 45 minutes

Keys: 1.Д., 2.Б

Задания закрытого типа:

Прочитайте текст и установите соответствие:

Subject: Invitation to Participate in Sociology Research Study

Dear Nick,

I am writing on behalf of the research group «Exploring» to invite you to participate in our current sociological research project titled «Public Service and Work-Life Balance: Perceptions and Realities among Civil Servants».

The study aims to explore how employees in public administration and government agencies perceive and manage the balance between their professional duties and personal lives. Your insights as a civil servant would be highly valuable to our analysis.

Participation involves:

completing a short online survey (approx. 10–15 minutes);

optionally, a brief follow-up interview (20 minutes) to discuss your experiences in more detail.

All data will be kept strictly confidential and used only for academic purposes. Your identity and any sensitive information will remain anonymous in all reports and publications.

Please confirm your interest by 15/02/26 or contact me at for further details.

Thank you for considering this invitation. We believe your contribution will help improve work conditions and support systems for civil servants in urban areas.

Best regards, Elena V. Petrova

Match each item in the left column with the corresponding item in the right column:

<i>Characteristics of the letter</i>	<i>Examples from the text</i>
1. Чёткое указание цели письма.	A. Please confirm your interest by 15/02/26 or contact me at...
2. Описание требований к участию.	Б. All data will be kept strictly confidential and used only for academic purposes.
3. Гарантия конфиденциальности.	В. I am writing ... to invite you to participate in our current sociological research project.
4. Призыв к действию с дедлайном.	Г. Dr. Elena V. Petrova
5. Официальный тон отправителя.	Д. completing a short online survey (approx. 10–15 minutes); optionally, a brief follow-up interview (20 minutes).

Keys: 1–Б, 2–Д, 3–В, 4–А, 5–Е

Вопросы для устного опроса:

Раздел 1 Деятельность человека в обществе

Тема 1. Карьера. Моя будущая профессия. УК-4.4.; УК-4.6.

1. Do you have a career plan? Where do you want to be in 10 years' time?
2. Would you like to work for one or several companies?
3. What can damage your career prospects?
5. What do you hope to do in your future career?
6. Are you an organized person? How do you organize your time?
7. What do you have in common with your best friend?

Тема 2. Личностные качества и имидж. УК-4.4.; УК-4.6.

1. What techniques do you use in studying English? How do you remember new words, learn grammar etc.?
2. What do you trust more to: TV, the Internet, newspapers? Why?
3. Which is your favorite TV programme? Why?
4. Would you like to work for a family-owned company or a multinational company? Why?
5. Would you like to run your own company? Why? /Why not?
6. What personal qualities are crucial for running a business?
7. What are your strengths and weaknesses

Тема 3. Информационная среда. УК-4.4.; УК-4.6.

1. What are the best ways of getting information on major issues of the day?
2. Can some good newspapers compete with the scientists in the way of educating people according to a well-known American writer?

3. What do publications of most newspapers usually deal with?
4. What is the most dominating type of media?
5. How can big corporations benefit from mass media?
6. Do you agree that mass media promotes quality and progress in our everyday life? Why/not?
7. What are the best ways of getting information on major issues of the day?
8. What do you use the internet for? How much time do you spend on the internet each week?
9. Do you use mobile phone for information or entertainment?
10. Is TV educational or is it complete rubbish?

Тема 4. Известные люди. УК-4.4.; УК-4.6.

1. Who is a notable figure in the history of public administration in your country, and what major reforms are they known for?
2. Describe the educational and professional background of a well-known public official. How did their early career experiences prepare them for high-level government roles?
3. Identify a mayor or local leader who significantly improved their city. What specific municipal policies or projects did they implement?
4. What personal qualities and leadership skills helped [name of a public figure] succeed in public service? Provide 2–3 examples of decisions that illustrate these traits.
5. Choose a historical or contemporary figure known for effective crisis management (e.g., during a pandemic, economic downturn, or natural disaster). What actions did they take, and why were those measures considered successful?
6. What legacy has (name of a prominent public servant) left in terms of institutional changes? Did they establish new government agencies, laws, or standards that are still in place today?
7. If you could interview any famous person in the field of public or municipal governance, who would it be and what three questions would you ask them about their career path, biggest achievement, and advice for future public servants?

Раздел 2 Первые деловые контакты

Тема 5. Деловые поездки. УК-4.4.; УК-4.6.

1. Do you like travelling? Which places have you visited or would like to visit? Why?
2. What is the best time to visit your own city?
3. Describe the opportunities your favorite season creates for travel?
4. What is the best way of traveling around your country (rail/road/air)?
5. Why is it better than the others?
6. What are the biggest transport problems in your country?
7. Do you ever go on business trips?
8. Where do you usually go for work?
9. How do you travel — by plane, by train, or by car?
10. Do you like business trips? Why or why not?
11. Who do you go with — alone or with colleagues?
12. How long are your business trips? (One day? One week?)

13. Where do you stay during a business trip — in a hotel or with friends?
14. What do you do during the day on a business trip?
15. Do you have meetings? How many?
16. What time do you wake up on a business trip?
17. Do you see new cities when you travel for work?
18. Do you take photos on business trips?
19. What do you bring back from a business trip? (A souvenir? Documents?)

Тема 6. Организация рабочего дня и процессов. УК-4.4.; УК-4.6.

1. What time do you usually start work?
2. How many breaks do you have during your workday?
3. What is the first thing you do when you get to the office?
4. Do you make a to-do list for the next day?
5. What task do you usually do first: the easiest or the most difficult one? Why?
6. How do you remember important dates and deadlines?
7. What do you do if you have too many tasks and not enough time?
8. Is it important to finish all your tasks today, or can some wait until tomorrow?
9. Is your desk tidy or messy?
10. What things do you always keep on your desk?

Тема 7. Культура коммуникации. УК-4.4.; УК-4.6.

1. What do you say when you meet someone for the first time?
2. How do you say “thank you” in a more polite way?
3. What words do we use to ask for something politely?
4. What should you do if you are late for a meeting?
5. Is it polite to interrupt someone when they are speaking? Why or why not?
6. What is a polite way to end a conversation?
7. Is it common to shake hands when you greet friends in your country?
8. In a business meeting, is it better to be on time or can you be a few minutes late?
9. Why is it important to learn about communication customs in other countries?
10. What do you usually say when you want to apologize to someone?
11. Is it polite to look at your phone when someone is talking to you? Why not?
12. What gestures (like a smile, a nod, or a wave) do people in our country use to show friendliness?

Тема 8. Основы делового общения. УК-4.4.; УК-4.5.; УК-4.6.

1. What are the main elements that should be present in a business letter?
2. What is the role of the letter subject in business correspondence?
3. What features should be taken into account when writing letters to foreign partners?
4. How to correctly formulate requests in business correspondence?
5. What tone and style is recommended to use in business correspondence?
6. How to correctly structure information in a letter?
7. What are the most common mistakes in business correspondence?
8. How to correctly use e-mail for business correspondence?
9. How to effectively respond to negative responses in business correspondence?

6.3. Критерии и шкала оценивания на основе БРС.

Соответствие государственной шкалы оценивания академической успеваемости и шкалы ECTS при зачете/зачете с оценкой

КРИТЕРИИ ОЦЕНИВАНИЯ	РЕЗУЛЬТАТ В БАЛЛАХ
Дан полный, в логической последовательности развернутый ответ на поставленный вопрос, где он продемонстрировал знания предмета в полном объеме учебной программы, достаточно глубоко осмысливает дисциплину, самостоятельно, и исчерпывающе отвечает на дополнительные вопросы, приводит собственные примеры по проблематике поставленного вопроса, решил предложенные практические задания без ошибок	90-100
Дан развернутый ответ на поставленный вопрос, где обучающийся демонстрирует знания, приобретенные на лекционных и семинарских занятиях, а также полученные посредством изучения обязательных учебных материалов по курсу, дает аргументированные ответы, приводит примеры, в ответе присутствует свободное владение монологической речью, логичность и последовательность ответа. Однако допускается неточность в ответе. Решил предложенные практические задания с небольшими неточностями.	75-89
Дан ответ, свидетельствующий в основном о знании процессов изучаемой дисциплины, отличающийся недостаточной глубиной и полнотой раскрытия темы, знанием основных вопросов теории, слабо сформированными навыками анализа явлений, процессов, недостаточным умением давать аргументированные ответы и приводить примеры, недостаточно свободным владением монологической речью, логичностью и последовательностью ответа. Допускается несколько ошибок в содержании ответа и решении практических заданий.	60-74
Дан ответ, который содержит ряд серьезных неточностей, обнаруживающий незнание процессов изучаемой предметной области, отличающийся неглубоким раскрытием темы, незнанием основных вопросов теории, несформированными навыками анализа явлений, процессов, неумением давать аргументированные ответы, слабым владением монологической речью, отсутствием логичности и последовательности. Выводы поверхностны. Решение практических заданий не выполнено, т.е. обучающийся не способен ответить на вопросы даже при дополнительных наводящих вопросах преподавателя.	1-59

6.4. При выполнении проверочных и контрольных заданий обучающимся разрешается использовать следующие дополнительные материалы и оборудование — в зависимости от типа задания:

1. Письменные работы (сочинения, эссе, переводы, заполнение пропусков): двуязычный словарь (бумажный или электронный) — для уточнения значений незнакомых слов и подбора эквивалентов; тезаурус/словарь синонимов (по необходимости) — для обогащения лексики и избегания повторов.

2. Задания на чтение и анализ текста: электронный словарь или

приложение-переводчик (при работе с цифровым текстом) — для мгновенного поиска значений. Использование онлайн-переводчиков полностью или построчно при выполнении письменных творческих работ (эссе, сочинения) не разрешается — допускается только поиск отдельных слов и выражений.

7. Методические материалы по освоению дисциплины

Заниматься иностранным языком регулярно, так как систематические занятия способствуют успешному усвоению материала, а также выполнять все задания и придерживаться рекомендаций преподавателя.

Вести личные записи (словарь, заметки различного вида), которые позволяют использовать их в качестве справочного материала и неоднократно к ним возвращаться.

При подготовке заданий по чтению, следует пользоваться словарями, выписывая все незнакомые слова. Они помогут над дальнейшей работой над текстом. После прочтения текста необходимо выполнить задания, прилегающий к нему для проверки понимания его содержания и проверить себя по ключам.

Приступая к работе над прослушиванием текста, необходимо, прежде всего, ознакомиться с заданием и просмотреть его содержание. После первого прослушивания выполняются задания на общее понимание прослушанного, после второго – на понимание деталей. Однако, при самостоятельной работе над аудированием текст рекомендуется прослушать несколько раз, пока его содержание не будет понятно. При необходимости можно воспользоваться распечаткой текста. При этом рекомендуется выписать все новые слова, усвоить их значение. После этого, текст рекомендуется прослушать еще раз.

Все устные сообщения должны иметь вступление, основную часть и заключение. При подготовке устных сообщений следует тщательно отрепетировать свое выступление: выучить новые слова и их произношение, продумать интонацию, паузы, жесты и т.д. При использовании наглядных средств (картинки, надписи) придерживаться общих правил их составления и использования.

Как и устные сообщения, творческие письменные задания (сочинения, эссе, письма, аннотации), имеют следующую схему: вступление, основная часть, заключение, которой следует строго придерживаться. Все письменные задания, включая упражнения, всегда следует предоставлять на проверку преподавателю с целью исправления ошибок и их анализа.

В процессе подготовки к практическим занятиям, обучающимся необходимо обратить особое внимание на самостоятельное изучение рекомендованной учебно-методической (а также научной и популярной) литературы. Самостоятельная работа с учебниками, учебными пособиями, материалами сети Интернет, позволяет значительно активизировать процесс овладения информацией, способствует более глубокому усвоению изучаемого материала, формирует у обучающихся свое отношение к конкретной проблеме. Более глубокому раскрытию вопросов

способствует знакомство с дополнительной литературой, рекомендованной преподавателем, что позволяет обучающимся проявить свою индивидуальность в рамках выступления на занятиях, выявить широкий спектр мнений по изучаемой проблеме.

Подготовка к промежуточной аттестации осуществляется студентом самостоятельно с использованием перечня вопросов к промежуточной аттестации и рекомендованных источников литературы.

В период подготовки к промежуточной аттестации студенты вновь обращаются к пройденному учебному материалу. При этом они не только укрепляют полученные знания, но и получают новые. Подготовка студента к промежуточной аттестации включает в себя следующие этапы: самостоятельная работа в течение семестра; непосредственная подготовка в дни, предшествующие промежуточной аттестации по темам курса; посещение специальных часов консультаций с преподавателем.

8. Учебная литература и ресурсы информационно- телекоммуникационной сети Интернет

8.1. Основная литература

1. Анюшенкова, О. Н. Английский язык. Менеджмент (English for Management) : учебное пособие / О.Н. Анюшенкова. — Москва : ИНФРА-М, 2024. — 426 с. — (Высшее образование). - ISBN 978-5-16-017899-8. - Текст : электронный. - URL: <https://znanium.ru/catalog/product/1896103>

2. Шмакова, А. П. Английский язык в сфере государственного и муниципального управления : учебник / А.П. Шмакова. — Москва : ИНФРА-М, 2025. — 294 с. — (Высшее образование). — DOI 10.12737/2074256. - ISBN 978-5-16-018880-5. - Текст : электронный. - URL: <https://znanium.ru/catalog/product/2074256>

2. Муртазова, З. А. Английский язык : учебное пособие / З. А. Муртазова, Э. Ю. Улимбашева. — Нальчик : КБГУ, 2024. — 64 с. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/434423>

3. Архипов, А. В. Business English / Деловой английский : учебно-методическое пособие / А. В. Архипов, М. А. Дриженко, Е. Ю. Костюкович. — Москва : МИСИ – МГСУ, 2023. — 44 с. — ISBN 978-5-7264-3321-9. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/426833>

4. Андреева, Е. Ю. A Comprehensive Grammar of Contemporary English in Higher Education Studies : учебник / Е.Ю. Андреева. — Москва : ИНФРА-М, 2025. — 359 с. : ил. + Доп. материалы [Электронный ресурс]. — (Высшее образование). - ISBN 978-5-16-020949-4. - Текст : электронный. - URL: <https://znanium.ru/catalog/product/2206802>

5. Грамматика английского языка. Теория и практика : учебное пособие для студентов вузов / Р. В. Буробин, О. А. Буробина, Е. В. Вульфович [и др.]. – Владимир : Владимирский филиал РАНХиГС, 2025. - 193 с. – ISBN 978-5-907789-42-5. - Текст : электронный. - URL: <https://znanium.ru/catalog/product/2238841>

6. Караванов, А. А. Времена английского глагола. Система, правила, упражнения, тесты : учебное пособие / А.А. Караванов. — Москва : ИНФРА-М, 2025. — 212 с. — (Среднее профессиональное образование). - ISBN 978-5-16-020404-8. - Текст : электронный. - URL: <https://znanium.ru/catalog/product/2172160>

8.2. Дополнительная литература

1. Иностранный язык : методические рекомендации по самостоятельной работе для обучающихся 1 курса программы бакалавриата всех направлений подготовки, всех форм обучения / Донецкий филиал РАНХиГС, Кафедра иностранных языков ; сост. Т. В. Черкашина. – Донецк : Донецкий филиал РАНХиГС, 2026. – 72 с.

8.3. Нормативные правовые документы и иная правовая информация

Не используются

8.4. Интернет-ресурсы

Научная библиотека РАНХиГС <https://lib.ranepa.ru>

Научная электронная библиотека «КИБЕРЛЕНИНКА» <https://cyberleninka.ru>

ЭБС «ЛАНЬ» <https://e.lanbook.com>

ЭБС «ЗНАНИУМ» <https://znanium.ru>

ЭБС «SOCHUM» <https://sochum.ru>

9. Материально-техническая база, информационные технологии, программное обеспечение и информационные справочные системы

Материально-техническое обеспечение дисциплины включает в себя:

- аудитории для проведения практических занятий, оборудованные учебной мебелью, видеопроекционным оборудованием для презентаций, средствами звуковоспроизведения, экраном.

Дисциплина поддержана соответствующими лицензионными программными продуктами: Microsoft Windows, Microsoft Office, ОС Linux.

Программные средства обеспечения учебного процесса включают:

- программы презентационной графики (MS PowerPoint – для подготовки слайдов и презентаций);

- текстовые редакторы (MS WORD), MS EXCEL – для таблиц.

Вуз обеспечивает каждого обучающегося рабочим местом в компьютерном классе в соответствии с объемом изучаемых дисциплин, обеспечивает выход в сеть Интернет.

Помещения для самостоятельной работы обучающихся включают следующую оснащенность: столы аудиторные, стулья, доски аудиторные, компьютеры с подключением к локальной сети института (для компьютерных аудиторий) и Интернет. Для изучения учебной дисциплины используются автоматизированная библиотечная информационная система и электронные библиотечные системы.

Вуз обеспечивает каждого обучающегося рабочим местом в компьютерном классе в соответствии с объемом изучаемых дисциплин, обеспечивает выход в сеть Интернет.

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